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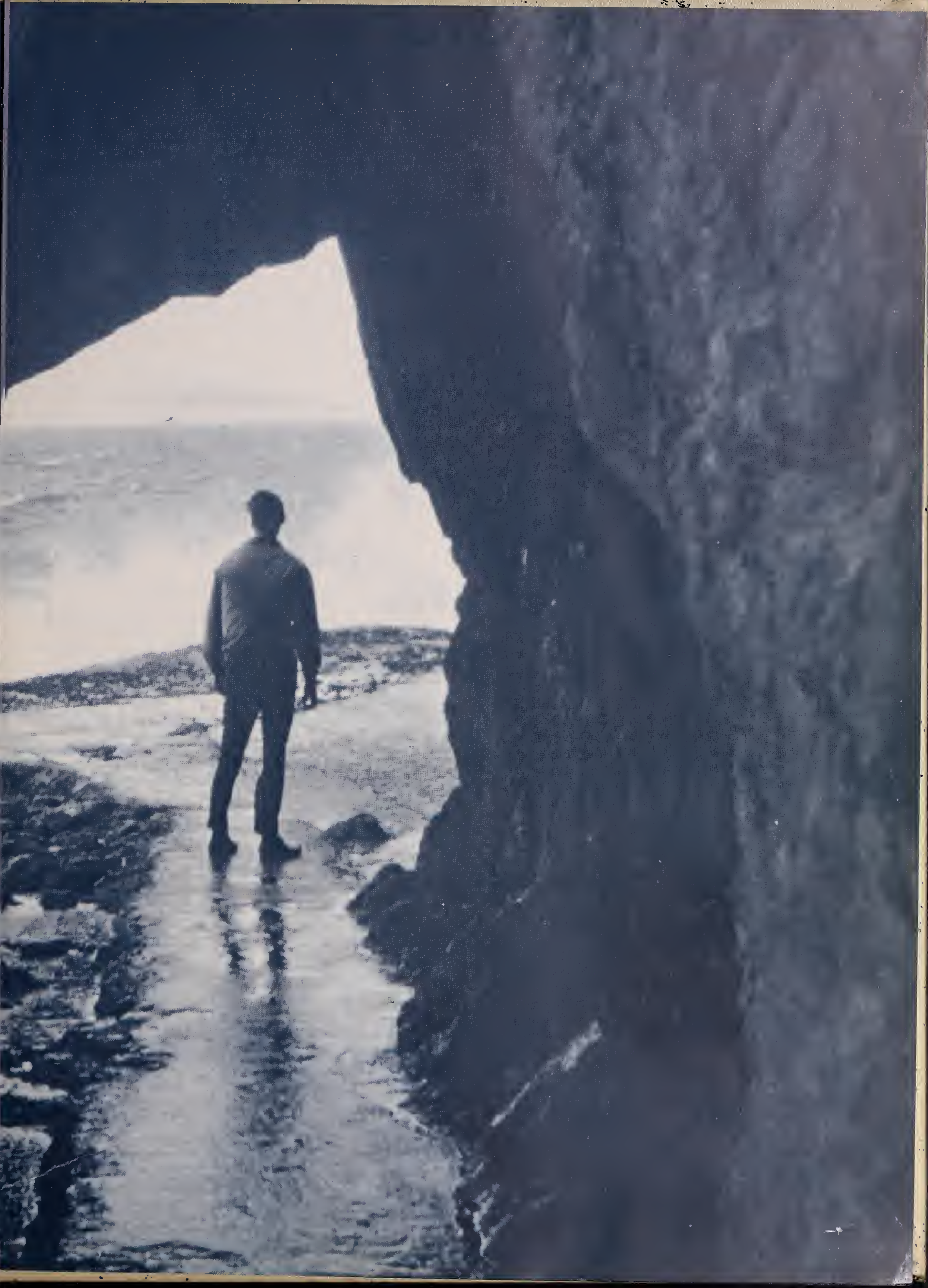
UNIVERSITY OF MASSACHUSETTS BOSTON LIBRARY



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UNIV. OF MASSACHUSETTS
AT BOSTON LIBRARY

The Commonwealth of Massachusetts, University

University of Massachusetts

Montage,

Dear Miss (Mr.) (**fill** in name)____________________

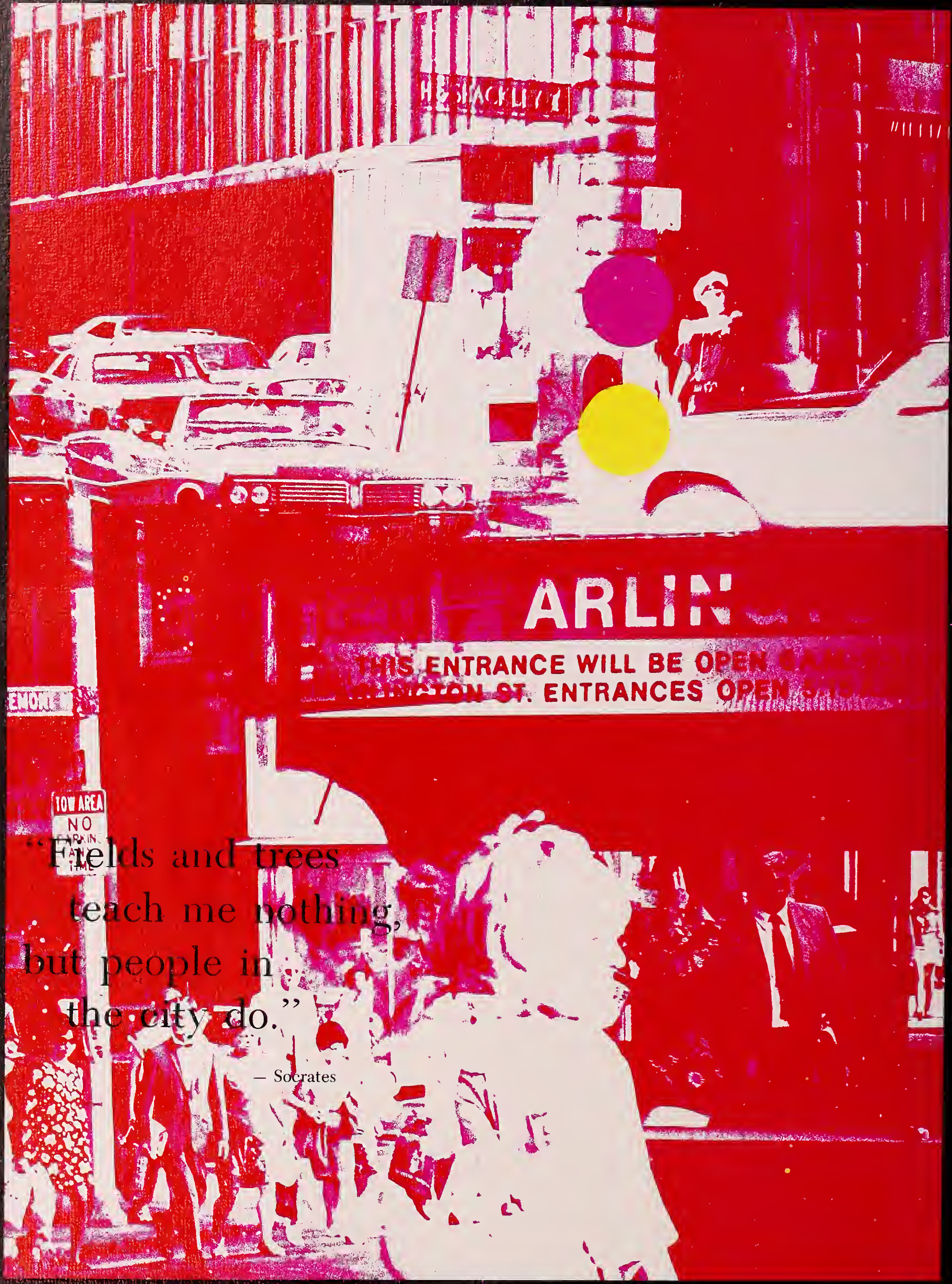
Due to the large number of students applying to the University of Massachusetts this year we regret to inform you that it is impossible to accept you as a student at the Amherst campus.

However, this fall, a new campus at Boston is being instituted. If you are interested in attending our Boston campus of the University of Massachusetts, we will be happy to accept you. Please notify us of your decision.

Sincerely,

William Tunis

Dean of Admissions and Records

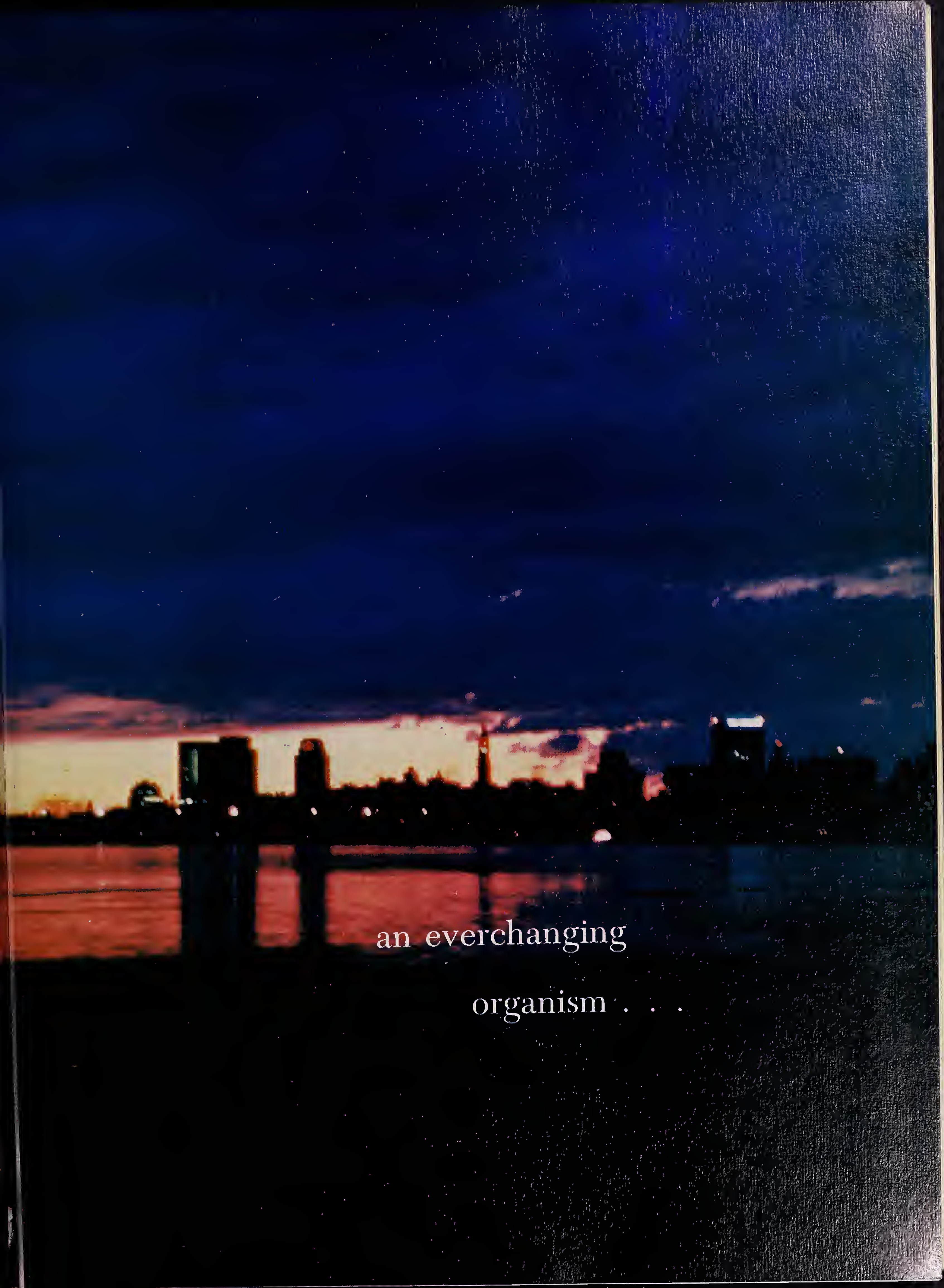

ARLIN
THIS ENTRANCE WILL BE OPEN
ST. ENTRANCES OPEN
TOW AREA
NO
EMONT

"Fields and trees
teach me nothing,
but people in
the city do."

— Socrates

THE CITY...

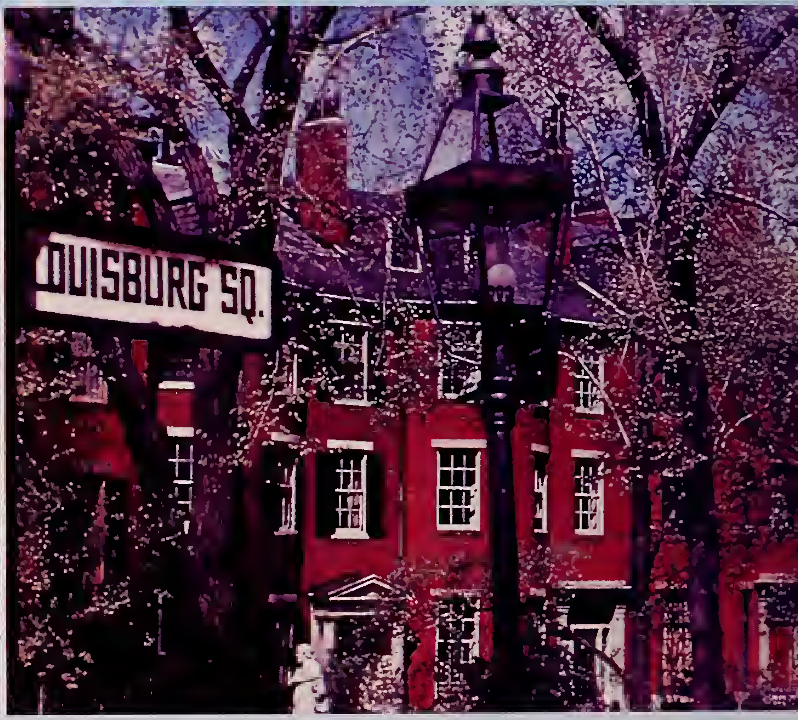
RLINGTON ST
100



an everchanging

organism . . .

composed of the
beautiful and the
ugly, the old
and the new, the past
and the present,
merged into the Now


OUISBURG SQ.

Histories of ages past

Unenlightened shadows cast;

Down through all eternity

The crying of humanity,

'Tis then when the hurdy-gurdy man
comes singing songs of love;

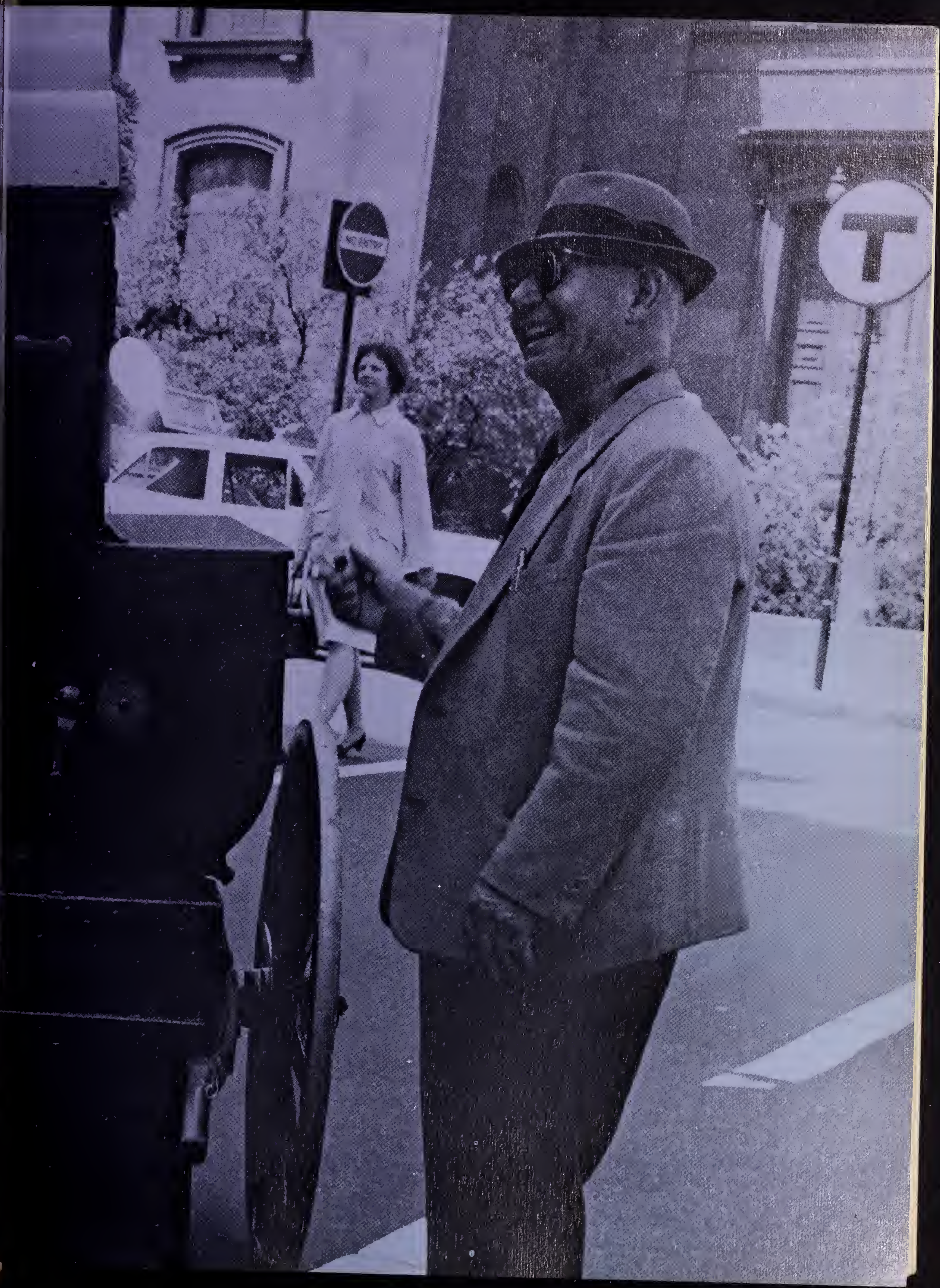
then when the hurdy-gurdy man
comes singing songs of love.

Hurdy-gurdy, hurdy-gurdy, hurdy-
gurdy gurdy sang;

hurdy-gurdy, hurdy-gurdy, hurdy-
gurdy gurdy sang.

Here comes the roly-poly man,
he's singing songs of love . . .

— Donovan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Cabana

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CUKES
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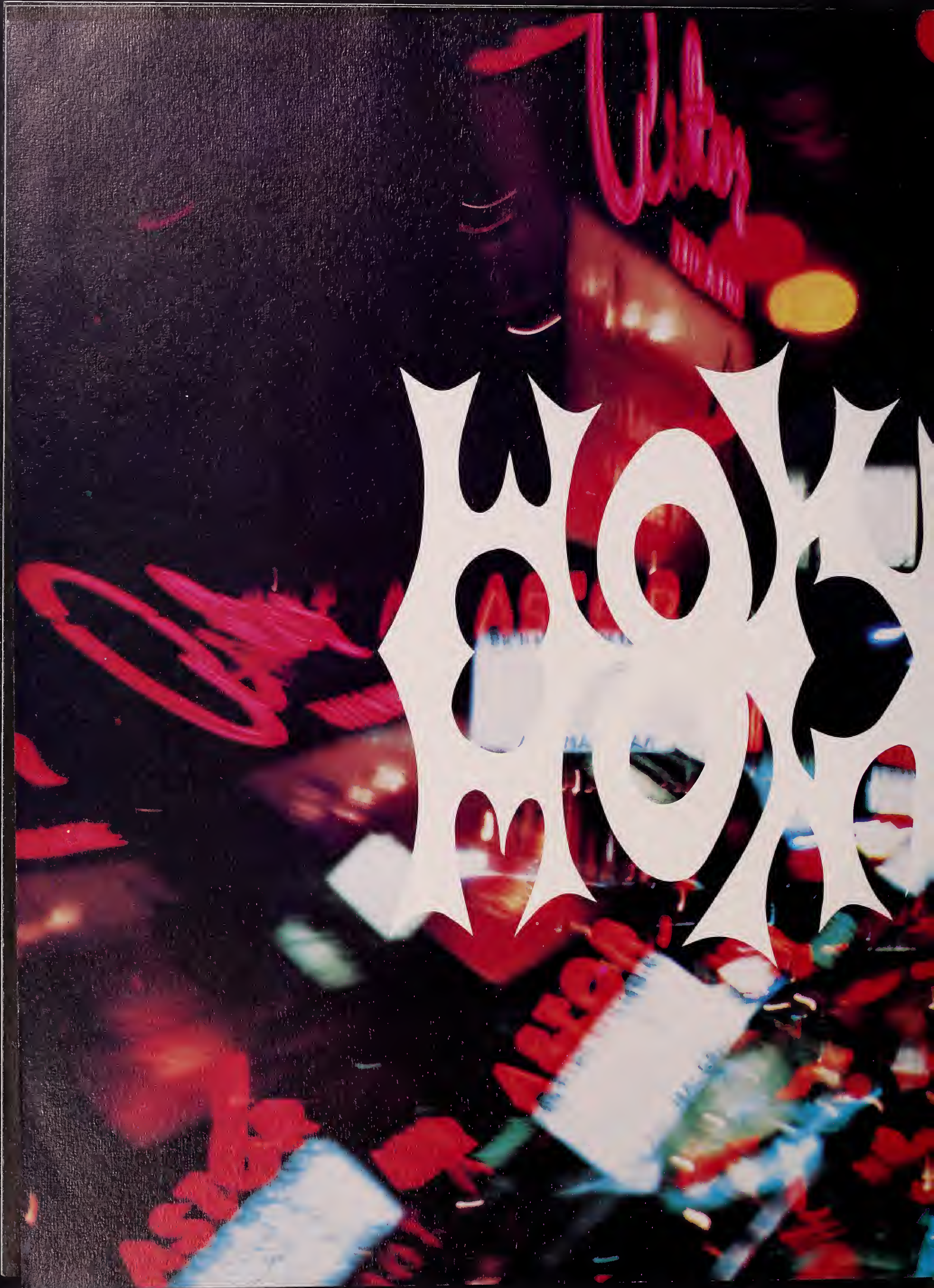
From every corner of the city and its suburbs, people come to shop and haggle with the old vendors in Haymarket Square — a riot of color and European tradition chilled and encompassed by a new world of stark, gray buildings.

> "Coincident with cosmic euphoria, the world is in the grip of cosmic anxiety. Both derive from the same source: the awareness of unprecedented power operating in an unprecedented spiritual vacuum. Prometheus is reaching out for the stars with an empty grin on his face."
>
> — Arthur Koestler

Within this sphere of change
emerges an idea,
which is the university . . .
a microcosmic reflection
of the whole.

UNIVERSITY OF MASSACHUSETTS



FROM
MACROCOSM
TO
MICROCOSM

through
the emergence
and
growth
of the
urban university . . .
University of Massachusetts
at Boston

DEDICATION:

To The Charter Class of the University of Massachusetts at Boston

Every in-coming class becomes a new living entity through its individuals. We, the class of 1969, were challenged not only with forming a new student body, but also with laying the foundation of a new institution: the University of Massachusetts at Boston.

For our class, tradition became irrelevant. The absence of an existing tradition enabled the class of 1969 to convert pure potential into meaningful innovation; and innovation, rather than tradition, has become our precedent for future graduating classes of the University of Massachusetts at Boston.

UNIVERSITY OF MASSACHUSETTS AT BOSTON

FIRST FACULTY & STUDENT CONVOCATION

September 23, 1965

The Chancellor's Message

Good afternoon. Members of the faculty and students of the University of Massachusetts, I welcome you to this most important occasion — the first convocation of this community of learning! I feel the profound significance of this moment as I invite you to join together in the great work which is ours to do, the most joyful work which is permitted man on this earth; the building of a University, a place of ideas, a place of freedom, a place of responsibility. Building the University is our privilege — our joint privilege — and from today will our successors mark the beginning of our joining in unity of purpose, unity of effort. Each of us has a needed, special gift; from each of us much will be required.

This university is an idea, a vision. It is only at the threshold of being a reality. Today, I will speak to you about the idea of this University, what we hope for it, what we expect of you and of what you can expect of me and my colleagues, the members of the faculty.

I. **The University:**
Recently, the objectives of a University were described briefly as follows: To preserve and communicate the enduring truths and values; to teach to students today what was unknown yesterday; to discover what is unknown today but which some must know tomorrow.

The first aim of the University of Massachusetts at Boston, of course, must be to build a university in the ancient tradition of Western civilization, to gather an academy of scholars devoted to intellectual freedom and integrity, to preserving and extending knowledge and wisdom while teaching both as well as they can. Anything that detracts from or delays this fundamental work of a university must be regarded as secondary to our main mission or even inimical to all our aims. Our core must be sound. Our energy and resources will be concentrated on primary needs and objectives.

What then can be new or unique about the University of Massachusetts at Boston? How shall we respond to President Lederle's charge to us to "provide new dimensions to public higher education, particularly in an urban-oriented institution"? Along with creating a university in the great Western tradition we must make it public and urban in all that these words imply in 1965 . . .

We launch with a single step today a long journey of hope and anticipation, toward a strong undergraduate program in the humanities and sciences, and then to a metropolitan center of the arts and sciences supporting a cluster of special professional resources for service to, and the study of the commercial, economic, social and cultural aspects of urban life.

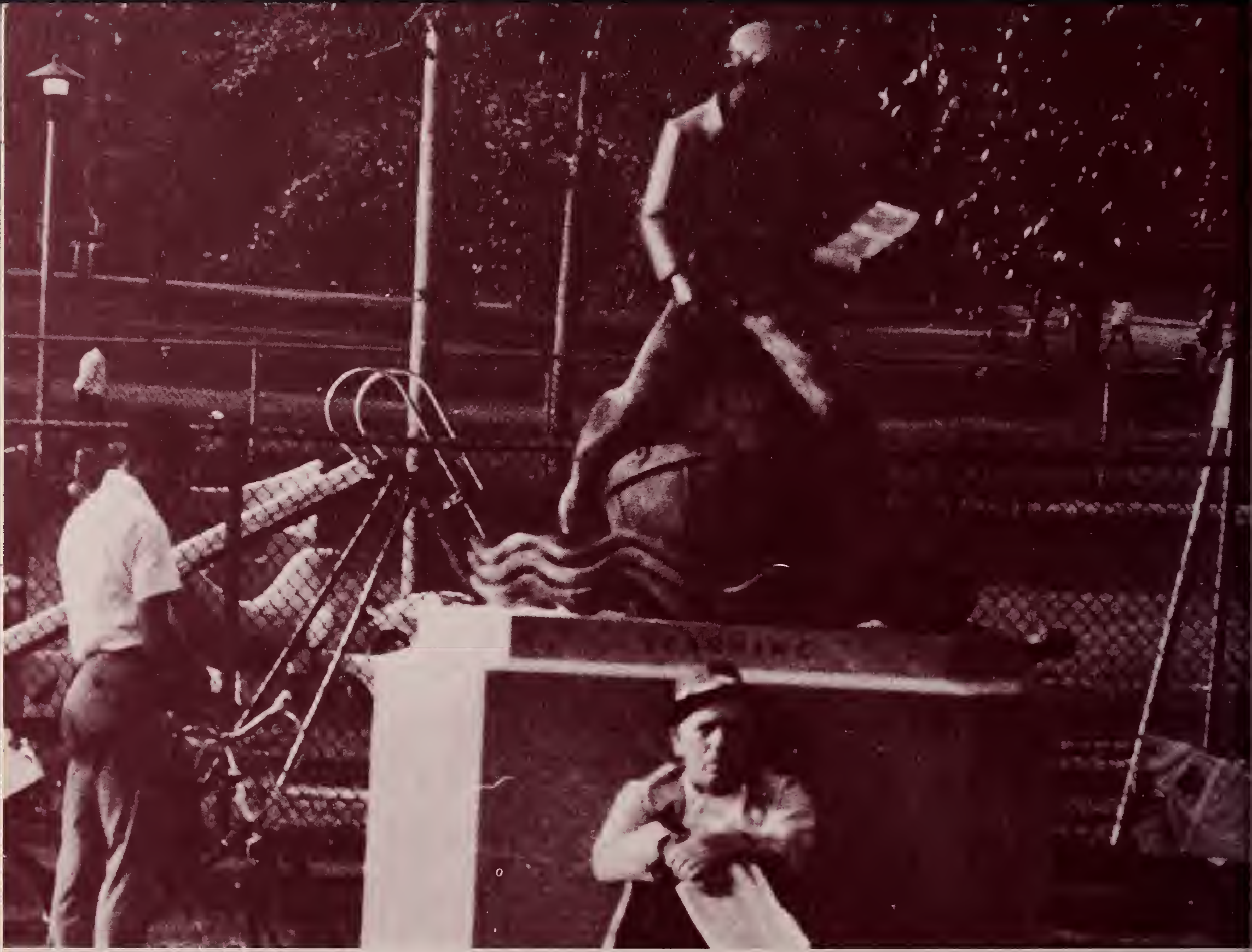
II. You and the University:
The idea of a university is a fascinating subject which has throughout history drawn the attention of men of thought. It is appropriate to have begun this convocation with some reference to the general conceptual frame of the University of Massachusetts in Boston. But now let us consider you, the students of the University, and your special role in this venture.

First of all, while it is true that technically speaking you are freshmen, you are not the same as any freshman class at any other university anywhere. You are the student body — not the apprentices or the probationers falling comfortably under the wing of upperclassmen who will "show you the ropes".

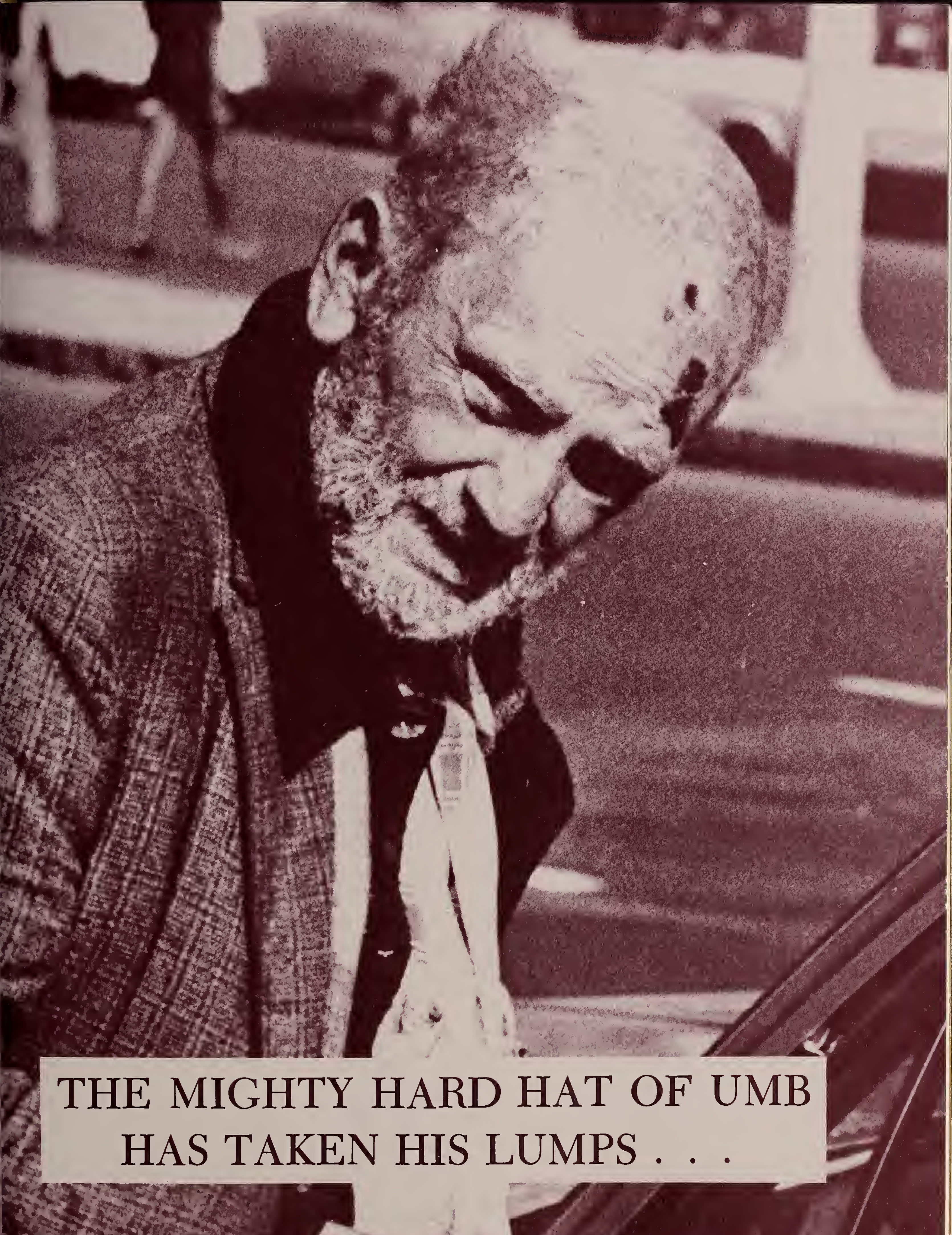
Perhaps it is not inapt to resort to an illustration that is only too familiar to all of us. You are not the beanie-bedecked fledglings dotting a thousand campuses throughout the land this September; you wear "**HARD HATS**" as the student body of a new, adventurous University with an urgent, compelling job to do.

Building a new University — coming to grips with and keeping faith with a great idea — it is work for men and women with **HARD-HATS** not kids with felt beanies. Your hearts and minds, your energy and commitment are what we ask, nothing less. You cannot offer less if you are to be true to yourselves, if you are to build squarely on what has gone before, if you are to justify in your own eyes and acquire a meaning in your generation.

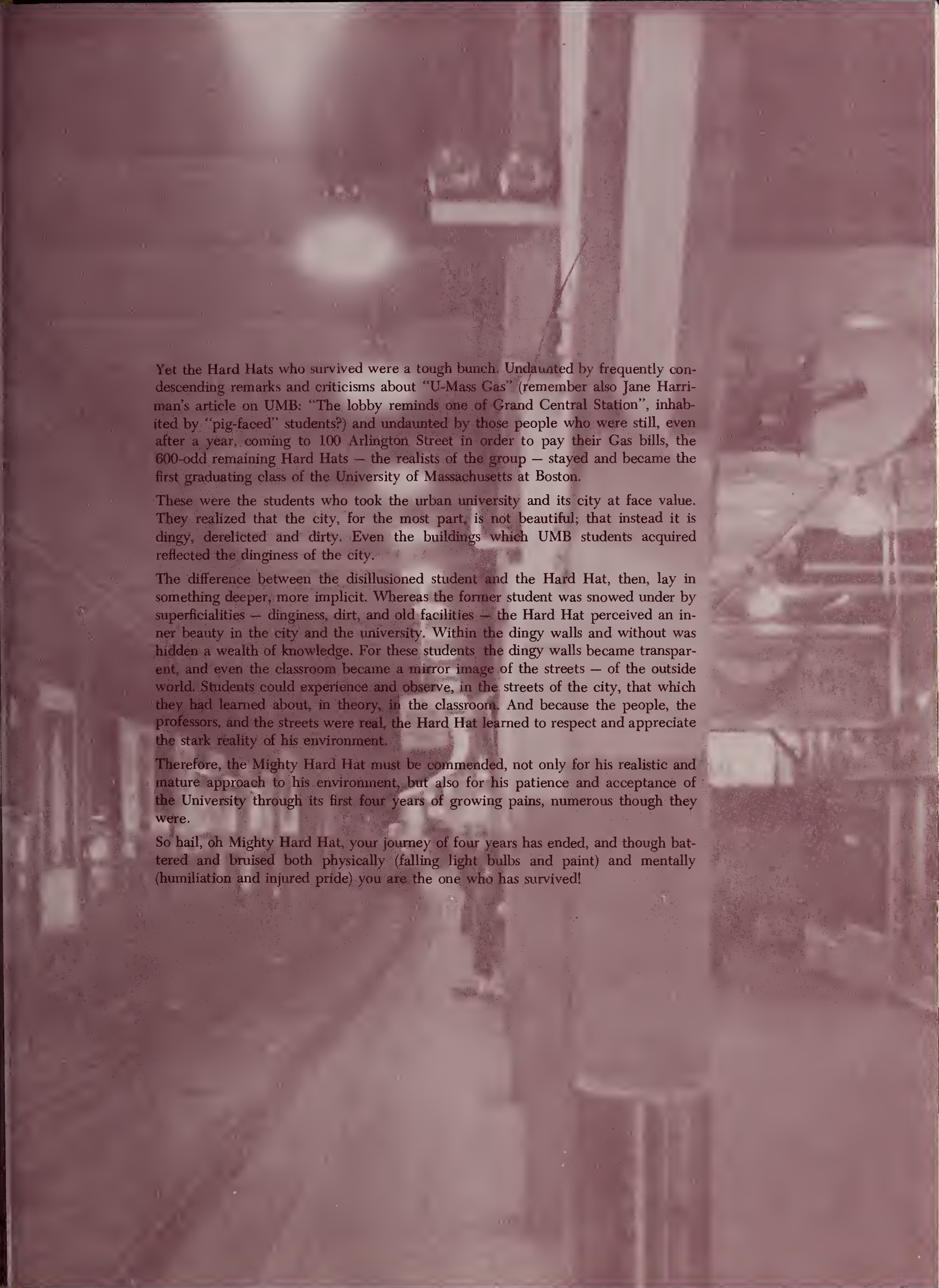
Beanies symbolize the simple-minded kind of fun which is not wrong or bad, but for which there is no room in our adult, no-nonsense place and time. The "**HARD-HAT**" is the symbol of a proud man, heavily and happily engaged in his craftsmanship. competent, tough, important to himself and others. I have watched you these past few weeks, and I think you deserve the "**HARD-HAT**"; you don't look like a beanie crowd to me. The next months will tell you and tell me what you are made of. They will be months of work, craftsmanship, perseverance, enjoyment and self-justification, the values and the joy of building. They will not be months of beanie fun or beanie values, and you will be the winners for it.



THE
MIGHTY HARD HAT
THE EPIC HERO



THE MIGHTY HARD HAT OF UMB
HAS TAKEN HIS LUMPS . . .



Yet the Hard Hats who survived were a tough bunch. Undaunted by frequently condescending remarks and criticisms about "U-Mass Gas" (remember also Jane Harriman's article on UMB: "The lobby reminds one of Grand Central Station", inhabited by "pig-faced" students?) and undaunted by those people who were still, even after a year, coming to 100 Arlington Street in order to pay their Gas bills, the 600-odd remaining Hard Hats — the realists of the group — stayed and became the first graduating class of the University of Massachusetts at Boston.

These were the students who took the urban university and its city at face value. They realized that the city, for the most part, is not beautiful; that instead it is dingy, derelicted and dirty. Even the buildings which UMB students acquired reflected the dinginess of the city.

The difference between the disillusioned student and the Hard Hat, then, lay in something deeper, more implicit. Whereas the former student was snowed under by superficialities — dinginess, dirt, and old facilities — the Hard Hat perceived an inner beauty in the city and the university. Within the dingy walls and without was hidden a wealth of knowledge. For these students the dingy walls became transparent, and even the classroom became a mirror image of the streets — of the outside world. Students could experience and observe, in the streets of the city, that which they had learned about, in theory, in the classroom. And because the people, the professors, and the streets were real, the Hard Hat learned to respect and appreciate the stark reality of his environment.

Therefore, the Mighty Hard Hat must be commended, not only for his realistic and mature approach to his environment, but also for his patience and acceptance of the University through its first four years of growing pains, numerous though they were.

So hail, oh Mighty Hard Hat, your journey of four years has ended, and though battered and bruised both physically (falling light bulbs and paint) and mentally (humiliation and injured pride) you are the one who has survived!

"you drunken
tottering bum

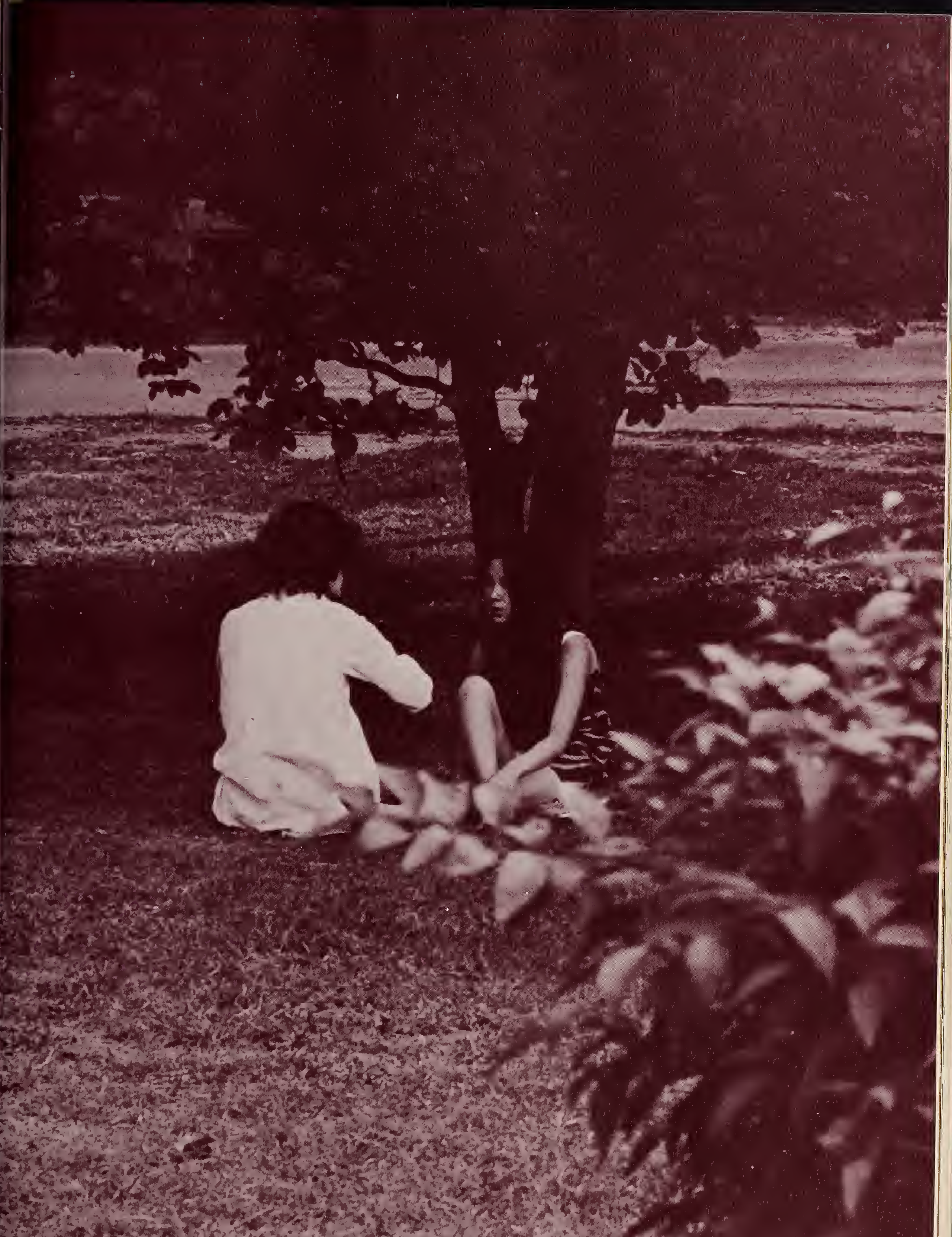
thru Christ
in spite of all
your filth

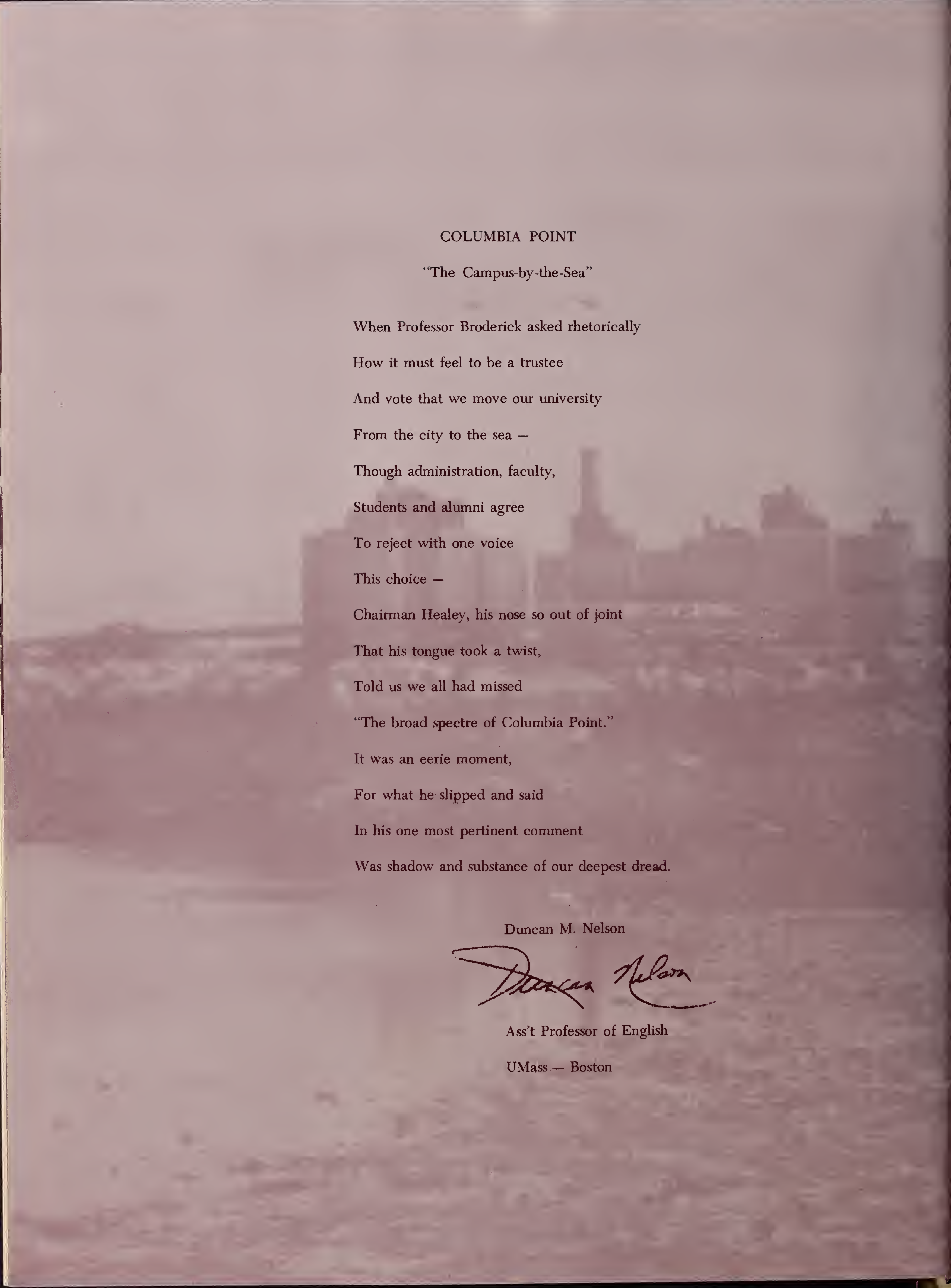
and sordidness
I envy
you

It is the very face
of love
itself

abandoned
in that powerless
committal
to despair."

— William Carlos Williams



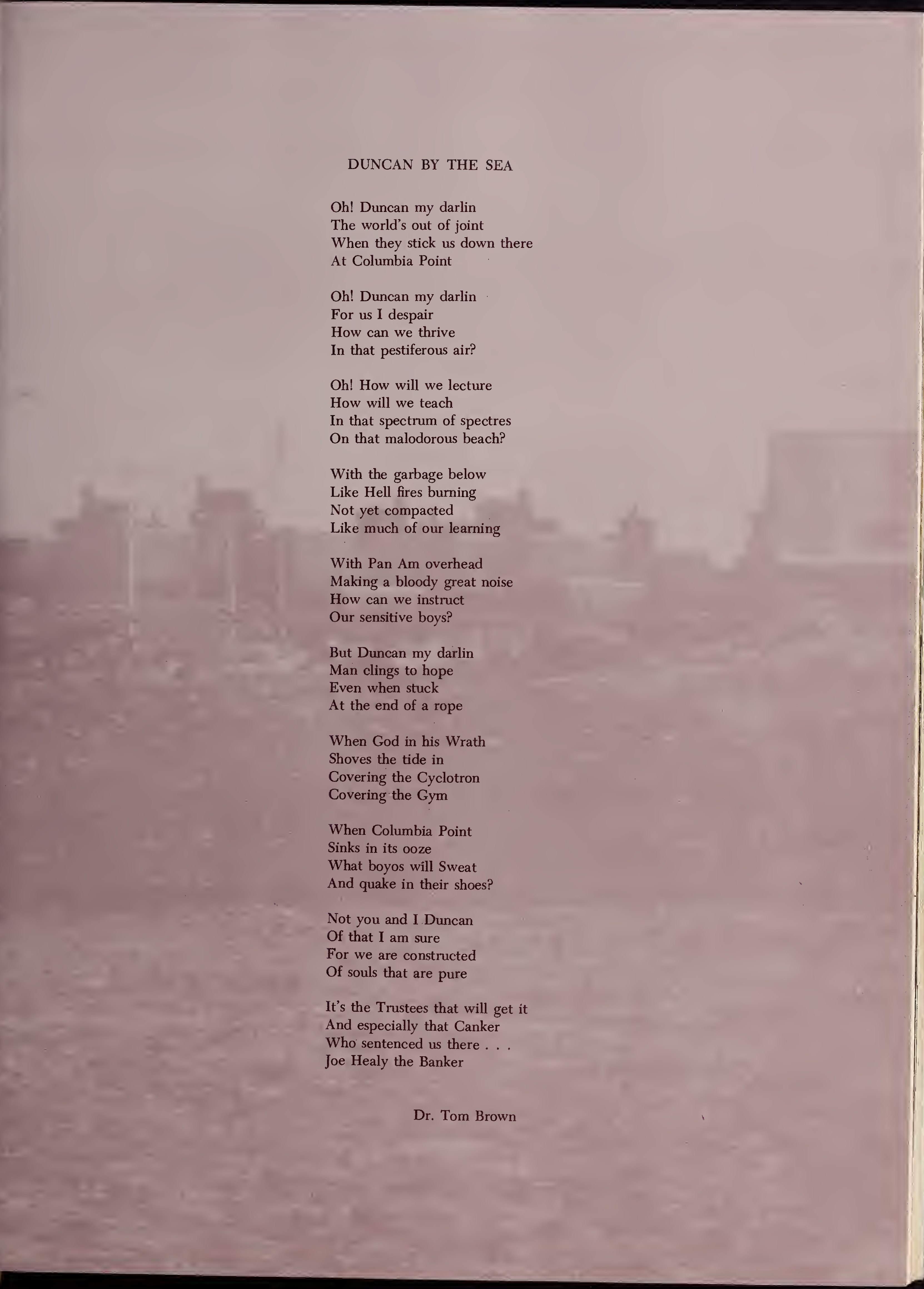


COLUMBIA POINT

"The Campus-by-the-Sea"

When Professor Broderick asked rhetorically
How it must feel to be a trustee
And vote that we move our university
From the city to the sea —
Though administration, faculty,
Students and alumni agree
To reject with one voice
This choice —
Chairman Healey, his nose so out of joint
That his tongue took a twist,
Told us we all had missed
"The broad spectre of Columbia Point."
It was an eerie moment,
For what he slipped and said
In his one most pertinent comment
Was shadow and substance of our deepest dread.

Duncan M. Nelson
Duncan Nelson
Ass't Professor of English
UMass — Boston



DUNCAN BY THE SEA

Oh! Duncan my darlin
The world's out of joint
When they stick us down there
At Columbia Point

Oh! Duncan my darlin
For us I despair
How can we thrive
In that pestiferous air?

Oh! How will we lecture
How will we teach
In that spectrum of spectres
On that malodorous beach?

With the garbage below
Like Hell fires burning
Not yet compacted
Like much of our learning

With Pan Am overhead
Making a bloody great noise
How can we instruct
Our sensitive boys?

But Duncan my darlin
Man clings to hope
Even when stuck
At the end of a rope

When God in his Wrath
Shoves the tide in
Covering the Cyclotron
Covering the Gym

When Columbia Point
Sinks in its ooze
What boyos will Sweat
And quake in their shoes?

Not you and I Duncan
Of that I am sure
For we are constructed
Of souls that are pure

It's the Trustees that will get it
And especially that Canker
Who sentenced us there . . .
Joe Healy the Banker

Dr. Tom Brown

BRODERICK

AN INTERVIEW

WITH THE CHANCELOR

Interview With The Chancellor

Interviewers: Linda Delaney and Leslie Holson

Interviewer: Chancellor Broderick, tell me something about your education and your family. Where are you now living?

Broderick: I'm living within walking distance of school, about five minutes away on Appleton Street. We also have a town house on Isabella Street, but it's been in sort of a destroyed condition since September. The two carpenters that have been working for us are almost members of the family and the kids are true to form — they're still clowning around.

I: Where did you go to college?

B: I did undergraduate work at Princeton and graduate work at Harvard. I taught about a dozen years at Exeter Academy in Exeter, New Hampshire, and from there I went into the Peace Corps; then to Lawrence University in Wisconsin, and from there to here.

I: What was your impression of the Peace Corps? Does your experience in the Peace Corps relate at all to your experience as Chancellor?

B: Yes. Although there may not be a direct relationship between the Peace Corps and being Chancellor, the Peace Corps is a tremendous experience; it's invaluable for any profession — for a teacher, an administrator, linebacker in business, a journalist. The Peace Corps is valuable for this job too. I was director in the Peace Corps in Ghana, and I had four constituencies to deal with. The host country's government was hostile in its top ranks and friendly in its middle ranks, and the people were extremely friendly. And with our own embassy and the Peace Corps in Washington, coupled with our volunteers, no two of these groups saw the Peace Corps in the same way. It was a fascinating kind of business to get involved in. It parallels here obviously. You have the faculty, the students; you have the legislature in Amherst, all of whom deal with the trustees — let's not leave out the trustees — and all of whom have quite different views of what's going on at U.M.B., as you could guess.

I: What is your concept of the urban university? How does the urban university benefit education in the twentieth century?

Dealing with the twentieth century university involves thinking anew what a university is about, keeping in mind the population from which we draw, the society back to which we are sending people, and the interests that are created by a generation that is much less passive in accepting outmoded ideas. Although this applies to any university, it's simply truer of an urban university because of the source of students and the concentration of urban society.

Every university should be rethinking the whole process of education, and not many are. U.M.B. is not enough, and I don't know of any place that is doing it adequately. The cliché on this whole topic is "relevance", and unfortunately it has picked up the connotation that it has to be immediate. In this sense Shakespeare can't be relevant and James Baldwin cannot be irrelevant.

But this is a false concept of what relevance is. The relevance of a liberal education has much more to do with the process of self-identity that a student is creating within himself. He therefore needs a body of intellectual experi-

ences against which he can test himself. In this context it can be done quite as effectively with Roman cities as it can be with Detroit.

The process of education, particularly the process of undergraduate education, is not the transmission of information. This can be done more effectively by T.V. and by large lectures. The real process of education is the experience that a student has of testing himself, in his present capacities, against a body of material that is larger than him, that presents to him the kind of challenge that will expand him. And the experience becomes relevant if it takes a student where he is and gives him a new kind of challenge in which he can fulfill capacities which so far had not been developed. If it is simply the transmission of information — and this is what one's college education is now — it's an ineffective process and is scarcely worth continuing. If it is a process by which a person grows in capacity, then you've got a relevant education whether you're talking about urban problems of air pollution or masculine and feminine endings in Roman poetry. But Roman poetry can be quite as relevant.

I: Do you think a student from University of Massachusetts at Boston has a distinct advantage over a student from Amherst Campus?

B: Not necessarily. Although Boston offers more with respect to fresh experience, the experience on a traditional of rural campus is a manufactured kind of experience and it does have value. There is something to be said for withdrawal. But if it is withdrawal without immediate return, or periodic returns, then I think it creates, not an unreal world, but new situations that are manufactured for no particular purpose. These new situations become merely time fillers. When you live in a city, you don't need artificial time fillers nearly so much; there is really too much going on for that. But I think education in both places can be good or bad, and location here is not necessarily the major determinant.

I: Of what value, then, is the city to the urban university, and vice versa?

B: I'll answer the second part of the question first. The value of the university to the city is limited to two things: 1.) educating part of the city's children and 2.) changing the character of the schools. The emphasis has been on more forward-looking students. We have been attracting new, creative types to University of Massachusetts at Boston.

As far as the city's value to the university goes — certainly in a cultural sense the proximity of institutions and cultural centers such as the Museum of Fine Arts, the theater district and the Charles Playhouse, is advantageous to the students at U.M.B. With the State House and Government Center, Boston is the place for gaining political awareness and becoming involved in political activity.

Also, the city provides U.M.B. with an admirable mixture of ethnic groups for the student body. Alma Lewis found that there are 56 nationalities living in the city, and U.M.B. can freely draw from these.

The pace of life in the city is vigorous. The dirt in the city is real. Granted, a bucolic campus has its values but I feel that education in 1969 has an awful lot more to do with being 3 blocks away from the Prudential and a street away from the slums.

I: Do you feel that the university had developed as rapidly and as well as it should have in its first 4 years of existence?

B: There is really no such thing as a university's developing as rapidly as it should.

Actually, it is extraordinary how much has been done. The recruiting of the first class in a very short time, legislation in 1964 which was passed in 1965 — all of these things were done very rapidly. Naturally, U.M.B. still needs improvement, but I feel the university has made an extraordinary performance in spite of its problems.

I: What are the special problems that a new urban university faces in contrast to well-established universities?

B: Well, the site at Columbia Point is a special problem. It will be expensive. The universities content not to be urban can find sites more easily in the suburbs or in a rural district.

The faculty too has been a special problem; there have been both advantages and disadvantages to teaching in an urban university. It takes a special kind of guy to come to a school as dirty and ill-equipped as U.M.B. has been. It takes a guy who is willing to put up with inconveniences and old facilities. On the other hand, some of our best faculty members have been excited by this university as a project. It was a new experience, a new endeavor for a lot of faculty members who had taught at established universities.

I: Do you think that U.M.B. students have been of inferior quality because their college board scores have been lower than those scores accepted at other colleges?

B: It is true that the college profile of these students has not been so high as those of other schools. Frequently these students have had mathematical and verbal deficiencies, at times based on the quality of their previous education and experience. Consequently U.M.B. has attracted hundreds of kids who ordinarily would not have attended college.

Yet these students have a zest, a hunger for learning, which can make up for a good deal. Generally, their attitudes are more mature, more realistic because they have had to work hard to achieve. Take for instance the difference between a student with high verbal skills and a student with low verbal skills. In college the first student frequently goes through the motions of learning with little exertion, whereas the second student will make up for his lack of developed skills by the eagerness with which he strives to learn. Consequently, the second student will work harder and approach his goals more realistically and maturally than the first.

I: How do you feel about the student apathy that seems to exist with respect to lack of participation in school-sponsored social activities, etc?

B: I wasn't aware that apathy existed. The students' failure to participate in social activities doesn't strike me as apathy; it strikes me as a sign of choice. The people directly interested in an activity — newspaper, yearbook, bowling league, or something of that kind — use this activity as an outlet for their interests. The fact that other people don't share the same interests doesn't mean that they are apathetic, but simply that they have made a decision not to become particularly involved. Defining this as apathy is a projection of the values of the activities in which one wishes everyone else to be engaged. So I don't acknowledge this as apathy. The judgment is constantly being made as to what is worthwhile.

I: Over the past four years, a sense of communication between students and faculty, and between students and the administration, has seemed to be lacking. What do you think are the reasons?

B: There is always a lack of communication, but in fact there is really no such thing as a lack of the chances or opportunities for communication. The Dean and people like Mr. Sullivan have striven to keep lines of communication open at all times; they have been receptive to students and have held open discussions with students.

I: Do you have any specific plans for what you would like this University to become when it moves to Columbia Point? How large do you think the should be, and is there any particular area in which this school will specialize?

B: I think it's hard to look very far ahead on these issues. I would not especially push for a particular area in which we will become highly specialized. I do hope we never grow larger than 15,000 because at that point I think a university loses its "governability" — if I can use that word. After 15,000 it becomes immense and diverse, and it would really be better to establish another university at that point. The plan that the faculty is now considering is that of a "college plan" which will retain the notion of small, coherent colleges, each of which would enroll approximately 2,000 students. Each will specialize in one particular area with a full range of liberal arts. But each individual will specialize and know his own thing. One might specialize in Marine Biology, for example, yet at the same time still receive a full range of academic training; so one could be a History major there too and not be confined to one area. I hope one college might become a Social Science specialty. The exact nature of this would naturally depend on how the university grows, what sorts of people enroll, and what sorts of people the university itself will seek out. No decision has yet been reached. I hope we retain our identification with small colleges; that is, I hope we continue to think in relatively small terms and not become a monolithic urban university.

I: What will happen to the Boston location after the University moves to Columbia Point?

B: It's hard to say. I'd guess that the University would keep this campus and use it as an intown location for programs housed here. There is, for example, a good deal of scientific equipment here; therefore, it might be left here and be used as equipment for one of our colleges. Conjectures beyond that are impossible at this time.

I: Would a graduate school be located on our present campus?

B: I doubt it because our science center and our main library will be at Columbia Point, and the graduate students as well as the faculty will have to be there. These buildings would most likely form a small college which would be available for night school for a somewhat different constituency. Still, it would be part of the univer-

sity; I don't think we'd want to set up a separate night school.

I: What is your opinion about student protests, particularly those staged at U.M.B.?

B: There wasn't a lot of student protest at U.M.B. Student protesting, in my opinion, is nothing but healthy as long as it falls short of violence. Changes will occur as a result. However, when it arouses a great deal of opposition, many times goals become obscured and the point of the whole protest is lost.

Nobody, including a protestor, has pure motives. It is my opinion that many times a protestor is more concerned with the excitement of the moment rather than with long-range goals. Some protestors will push a protest until they have a sense of fulfillment in balking tradition.

A university can't protect itself against violence, if it erupts. It must call in the police in order to protect itself. If the police are not called in, the community is left to be ruled by the least responsible people — the violent students.

My particular problem as Chancellor at U.M.B. is that I don't know many of the demands of the students. I know that there have been differences of opinion concerning curriculum, but many of the gripes have not been communicated to me.

I: What did you think of Friday Forum? Was it a success in your opinion?

B: Yes, I thought Friday Forum was definitely a success, although it spun out a little too long.

I: Did you have any regrets about the fact that students missed classes for a day?

B: No, because there was probably more education going on in that forum than students received all year. I think the forum should continue throughout the school year.

I: How about the Boycott? Did you approve of it?

B: No, I did not. The students were not in their rights to stage a boycott. I think there could have been a meeting which would have avoided that kind of confrontation.

I: Lastly, Chancellor Broderick, what were your impressions of Graduation, especially Jim Smith's speech and Joseph Healy's rebuttal?

B: I thought you'd never ask me that question! Graduation was spectacular; I loved every minute of it. I think David Jones should have spoken first, before Jim Smith, because after Jim Smith's pyrotechnics, David's subtle, quiet speech was lost.

I also loved Joe Healy's good, honest anger after being bounced around by Smith's speech.

I: Didn't you like Jim Smith's speech?

B: Oh yes, I think it was appropriate, although I didn't agree with all of it, especially the parts about the Trustees' letter and Jim's criticism about Amherst. Yet, the speech was still a legitimate interpretation of the facts and I en-

I: Well thank you, Chancellor Broderick, for your time.

B: What, there's no more? I was so thoroughly enjoying myself with the questions that I guess I lost track of the time. It was my pleasure indeed.

END

"The Governor's staff stashed . . . er, slashed the proposed budget."

UNIVERSITY OF MA

AN URBAN

SSACHUSETTS AT BOSTON

UNIVERSITY

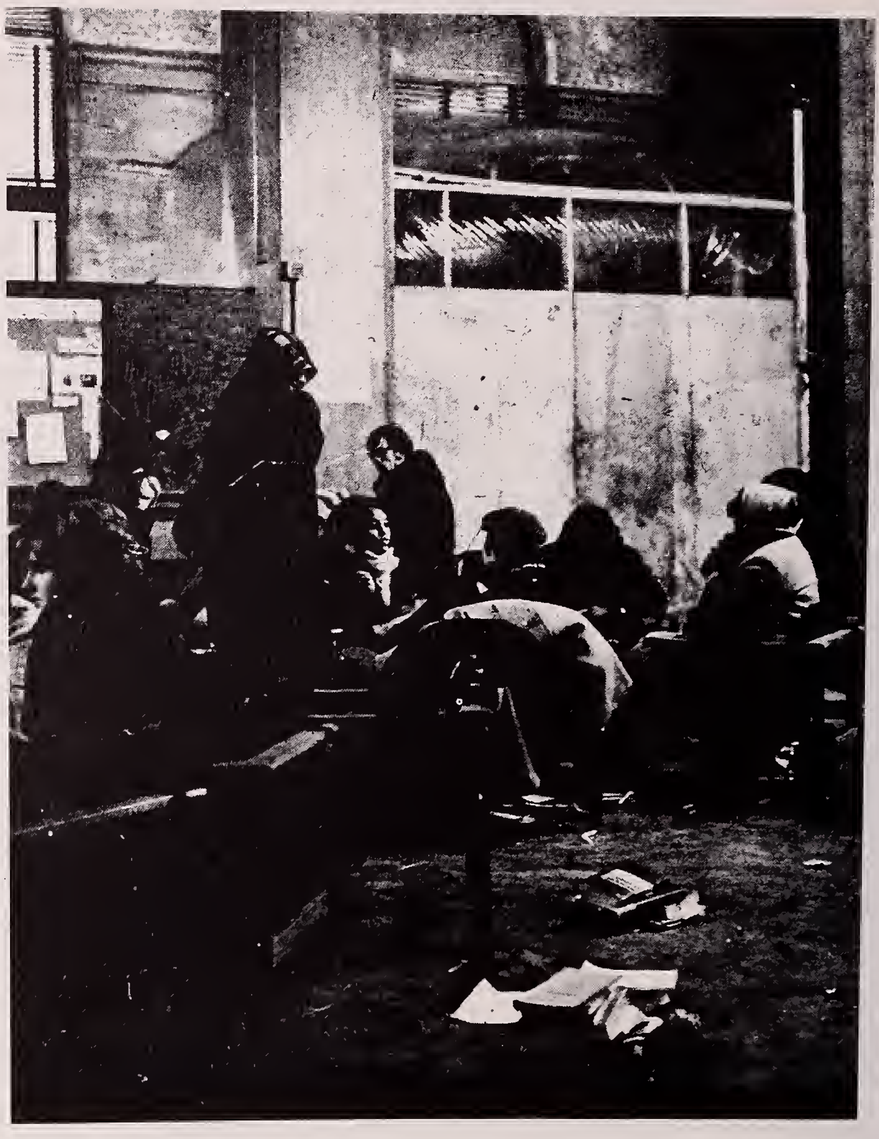
PATSIOS
CHAR BROIL BURGERS
CORY LINDSAY CO.
Bottled LIQUORS
CUSTOMER PARKING
W92-544
H13 352

Since you can't attend The Amherst campus, "go to Boston" the letter said. To suffer in its soiled air and in its dirty streets, "Go to Boston and struggle every morning on crowded streetcars and highways that seem like parking lots.

WRONG
WAY
GO
BACK

Yet, as unattractive as the idea of a university in Park Square appeared, Over 1200 students came together in September of 1965 to found the urban Campus. A school at which almost every student commuted to class each morning from some part of the greater Boston area

F-F-Freeze-Out in T-The L-Lobby!!!!



For the past week the city of Boston has been in the throes of sub-zero temperatures which have extended themselves into the lobby and library of UMass. The lobby in the main building in particular has been subject to the cold because of a defunct revolving door in the rear which is being torn out to install a fire door.

The work on the door was initiated before the Christmas vacation. It was removed and a plywood barricade was placed around and topped off with a vinyl bag. Both are sadly and grossly incapable of keeping out the veritable hurricane which at this very writing is roaring across the lobby. This, coupled with the flu and grip and other assorted diseases, is making the plight of the freezing students and faculty an unhappy one to say the least.

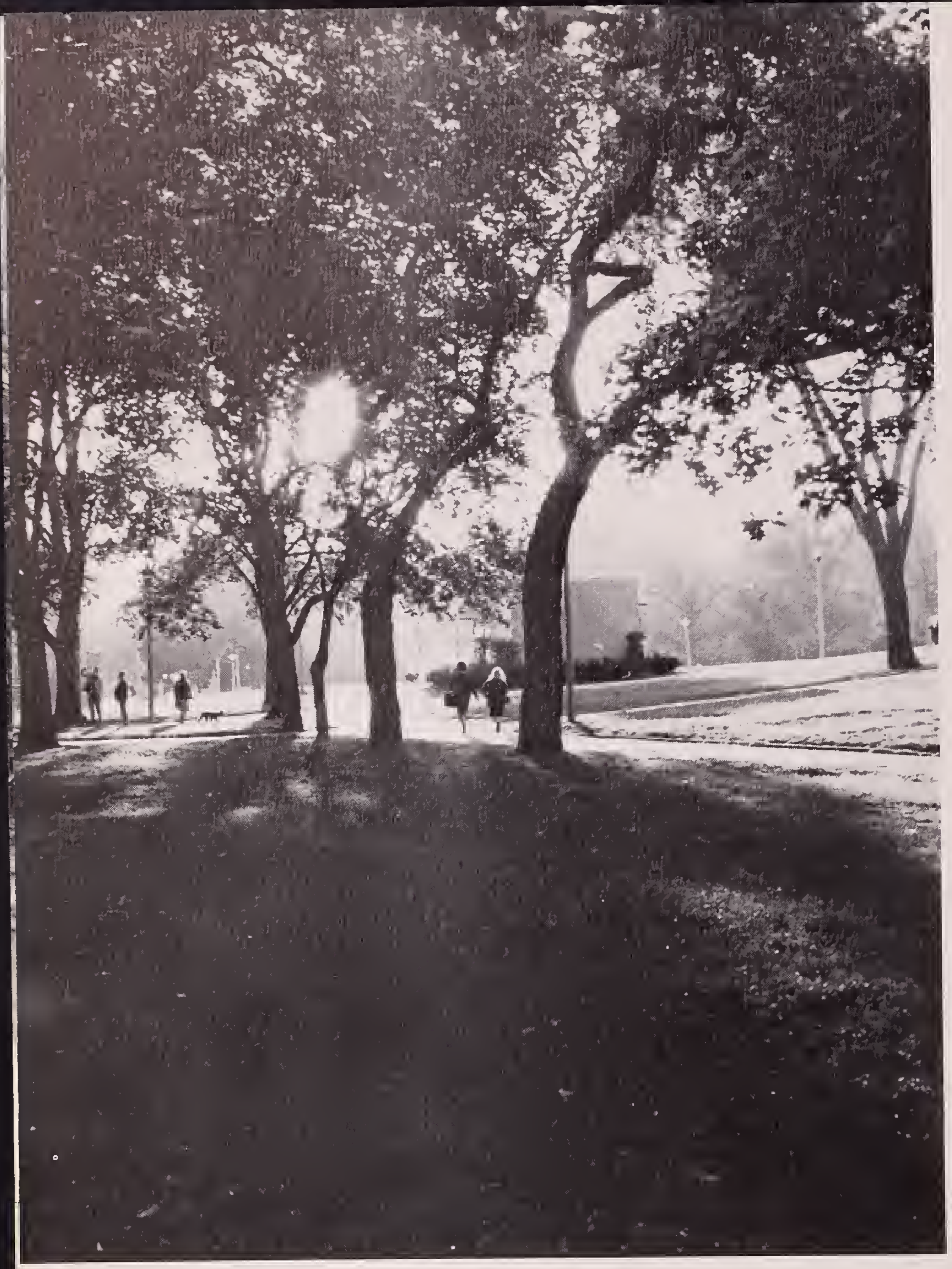
The question to be posed at present is why has the maintenance staff waited and stalled until now to remove the door? For the past two years fire inspectors have been urging the school to put in a new door and the staff is just now getting around to doing something. LUCKY US! The naswer lies in the fact that the staff had deteriorated under the former supervisor and the new, C. Spalding, is making a gallant attempt to save it.

The work on the door was begun before the Christmas vacation. NO WORK WAS DONE AT ALL DURING THE PERIOD WHEREIN THE BUILDING WAS REALTIVELY EMPTY OF STUDENTS. The reason has been given that the door we need is in pieces in a warehouse. The stonecutter working on the granite must use water and it is freezing before he can utilize it. These are the reasons and we should see results within a week.

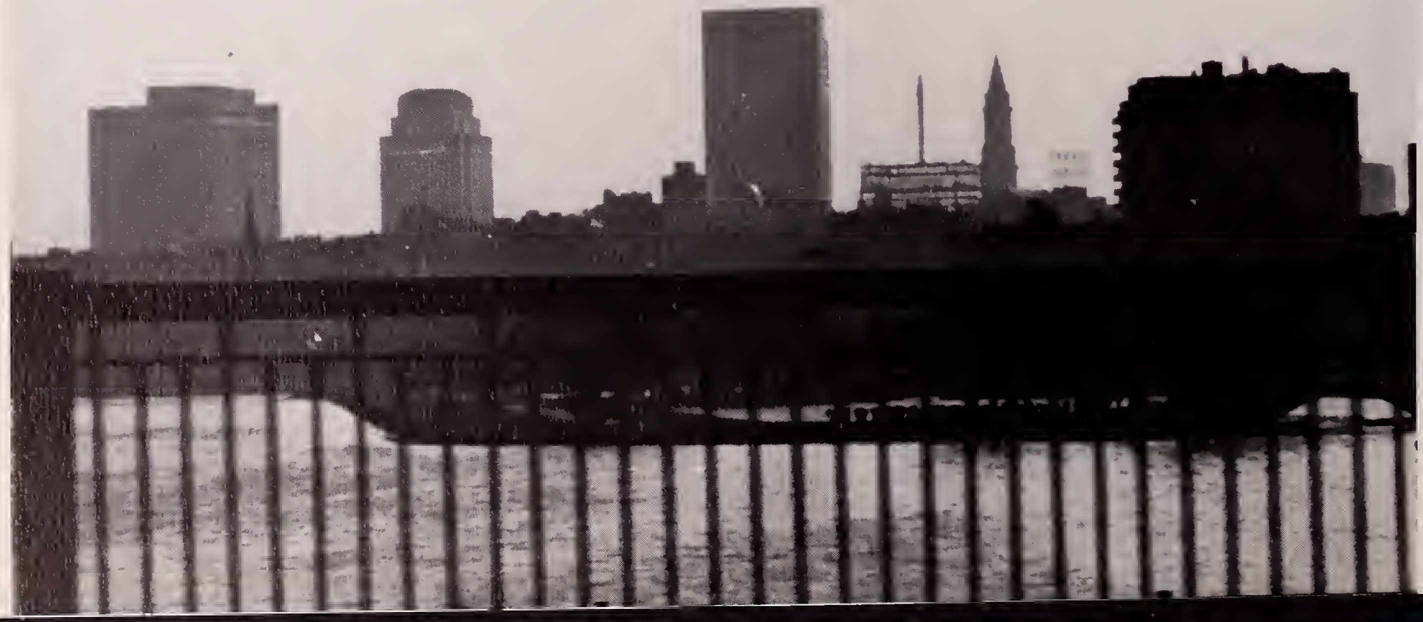
I'm sorry I can't write anymore because my hands are freezing to the typewriter keys. I'm going out to huddle with the rest of the students in the lobby and wait. If there ever was an excuse for libido in the lobby THIS IS IT.

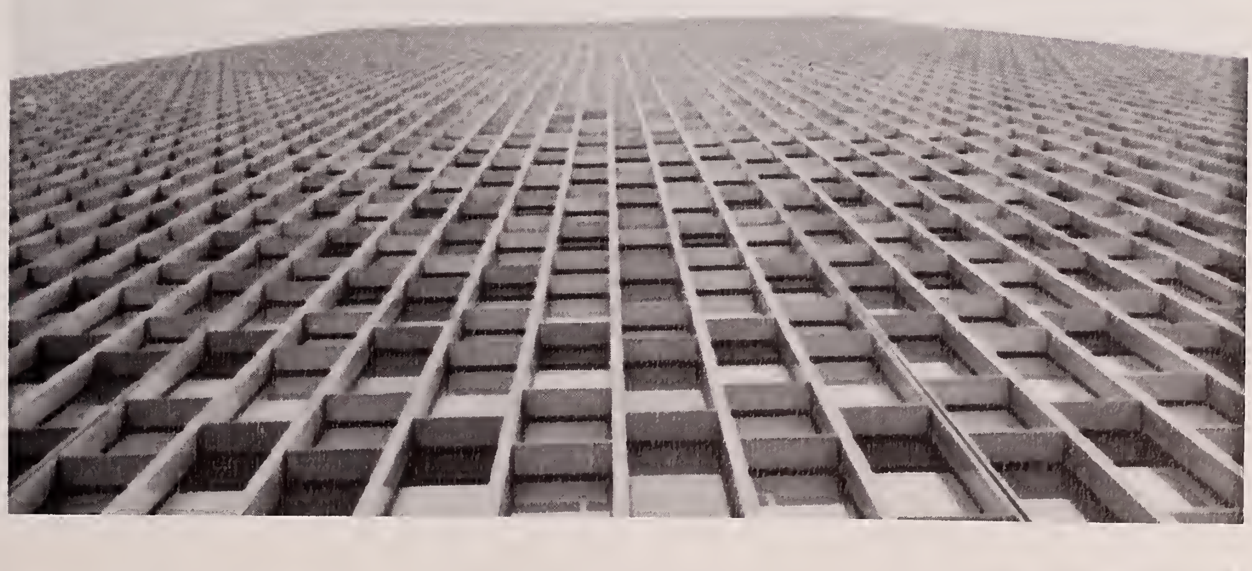
Usually to find unfinished classrooms and hallways crowded with more workman than students

To some, Boston remained a place of confusion and for four years they dreamed of Winter weekends on distant secluded campuses. Others, however, adjusted to the rigors of city life and to these people, the majority, Boston became a place of beauty and excitement.



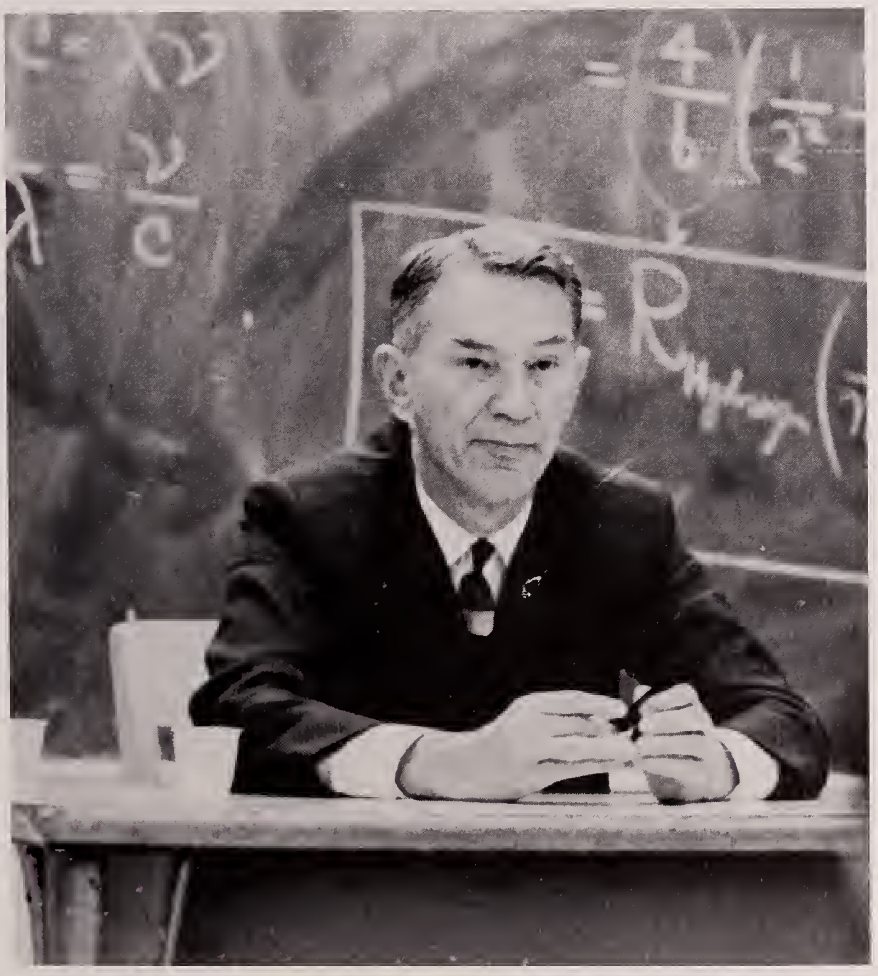
Boston is
A busy city yet tranquility
can be found by any who
seek it.





Senator Eugene McCarthy

Bill Beard



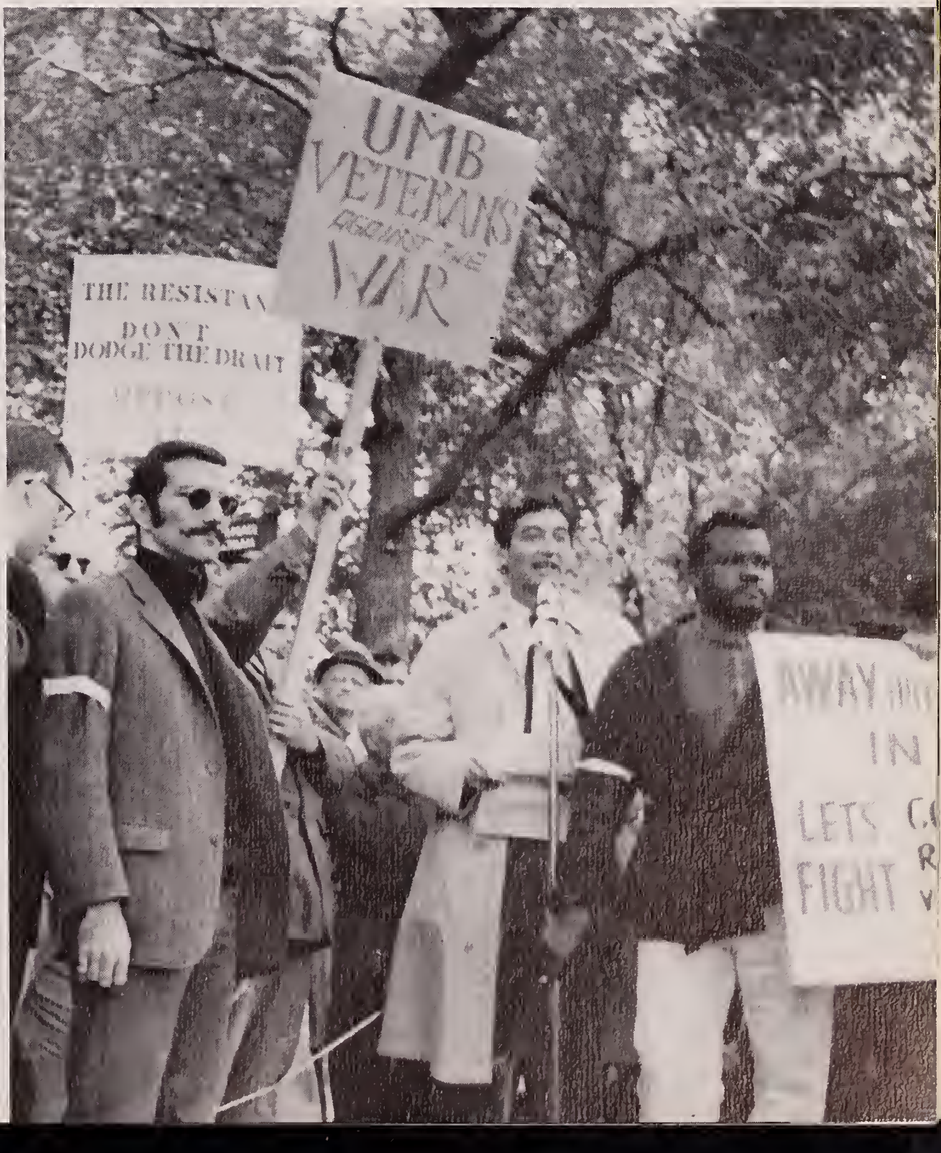
Edwin Reichauer

A city is a place where people gather to develope and exchange ideas. Our location in the midst of an intellectual center enabled us to come in contact with both ideas and the men behind them.

UNIVERSITY OF MASSACHUSETTS
Most non stops to Washington.

BLOOD
FEEDS
BUSINESS
WAR
NOV

A city is also a place where opposing ideas come to conflict. Conflict that sometimes leads to violent or non-violent reaction


UMB
VETERANS
AGAINST THE
WAR
THE RESISTAN
DON'T
DODGE THE DRAFT
AWAY
IN
LETS
FIGHT

Our university became part of the city and the city became part of our university. Each year saw a greater unity between the two.

Students Say Apartments Are Great

It can be a big job ridding oneself of those high school preconceptions of college life. But students do adjust to the facts that college teachers can be human; that every coed isn't "easy"; that finals can be passed; that cheating isn't a millian dollar campus industry; that for every ten dollar noun in the student dialect there remains a four letter "high school" adjective.

But at UMB, as at other commuting institutions, Harry High School clings steadfastly to the idea that the all important college years should be spent away from home.

"Hell I'd love to live away from home," said a UMB sophomore, "but I can't even afford sixteen hundred dollars a year to go to UMass/Amherst. Even if I could my folks probably wouldn't allow me to go . . . they get shaky when I spend the weekend at the Cape."

For this lower middle class Quincyite, commuting is a sorely accepted necessity, rather than a choice. And student financial records indicate that commuting to college may be a necessity for some 70% of the UMB student population.

Yet, over 300 UMB students have packed their bags and gained a new "apartment lease of life." These people of the "new generation" have, as one blue-eyed coed put it, "refused to wait for independence". Said another "apartment man", "When you can't hack commuting do the sensible thing . . . get a pad."

There is good reason to expect an increase in the number of student apartment dwellers. Of the 128 commuting students interviewed, 94 would prefer to live in town, and 67 said they will move in before they graduate. Moreover, 47 out of 50 apartment students are generally pleased with life in Boston, and will continue living in town.

Students see their new independence and the proximity to school as the main benefits of apartment living. Most claim that braking away from home is as rewarding as it is demanding. "Somehow," said D.B., "I get satisfaction from developing enough self-discipline to study regularly, eat properly, and keep myself out of trouble. I feel the sooner a young person realizes that mom isn't going to put meals in front of you forever, the better off he or she will be."

Unlike the dormitory student, UMB apartmenteers are completely on their own. In addition to the responsibilities of complicated financial management, and the maintenance of a proper study atmosphere, the absence of dormitory or fraternity social contacts makes the UMB student a loner in a big town. According to a Beacon Hill resident, "There are times when you want to associate with people other than your roommates." But many are meeting people and doing things all over Boston. Northeastern frats, B.U. apartments, and secretarial school dormitories are commonly frequented by UMB students, who are at the same time befriending one another.

There are special problems peculiar to the sexes. Girls confess that their greatest worry is safety in the streets or in their apartments during the night. This is quite a legitimate fear considering the fact that one third of the personal assaults,. occurring in the Back Bay area between Mass. Ave and Arlington streets (where most UMBers live), were on women younger than 23. Understandably, most coeds limit their strolling the streets to daytime hours.

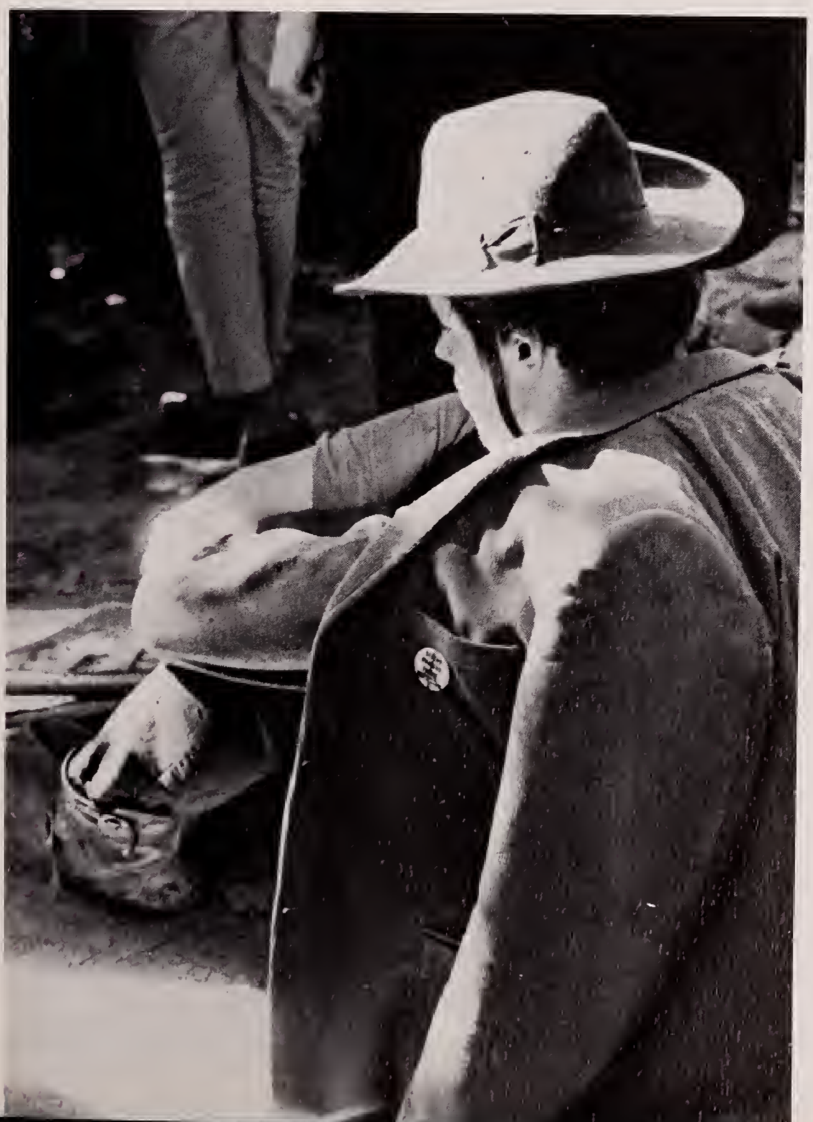
"What does a girl do on weekend nights when she doesn't have a date?", asked a sophomore lass. Apparently, "no-date" girls are party hunters, movie goers, or window shoppers.

Where a guy often uses his manufactured identification card to gain entrance to one of the local night spots ("Mustache", "Saxony" or one of those Kenmore Square "beer-and-broad joints"), the fair sex generally refuses to stoop to illegal means even if the end is to "hook" a beer drinking Harvard man.

What to do with one's recreation time is a petty concern, when compared to the problem of managing study time. Scores of students who appealed their academic dismissals were apartment dwellers. "The people who visit your apartment at all hours flunk out, are usually looking for a place to drink or are hoping that you are having a party. Most of these people are commuting students whose parents stand over them while they study, then later they come to your place looking for fun." Most students do complain that limiting social life to weekends is difficult. "Keeping a locked door," said Al, "can cost you many friends".

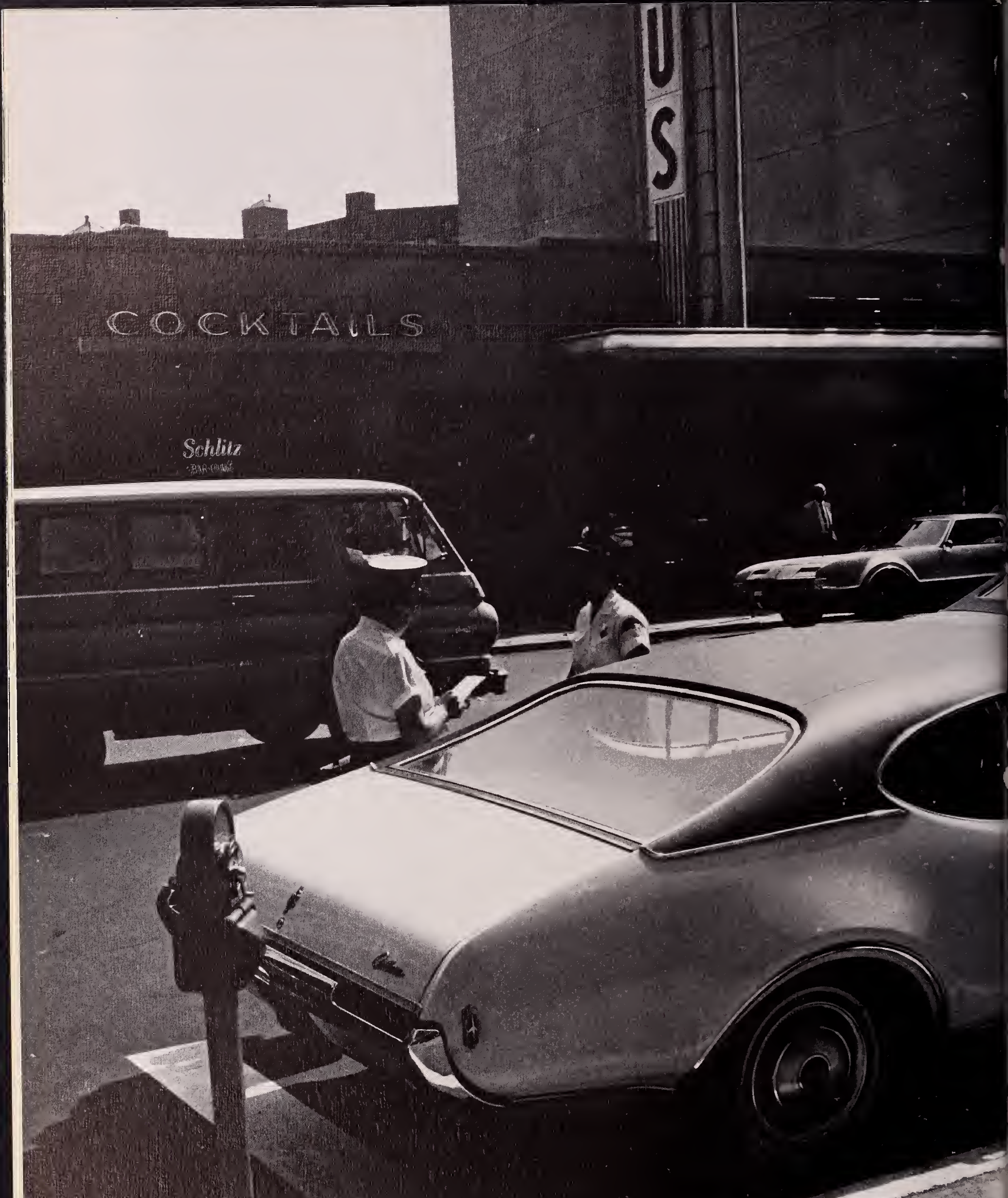
As long as students feel the need to "flap their wings" and test their newly found identities, the apartment set will remain a part of UMB.

Reprinted from the Mass Media



As our students took residence and greater interest in the city, its poverty, and other problems became theirs also.

Projects such as the university administered Upward Bound program, and the Social Relations Club work with children from depressed areas showed the potentially great contributions our academic community could make to the people of Boston

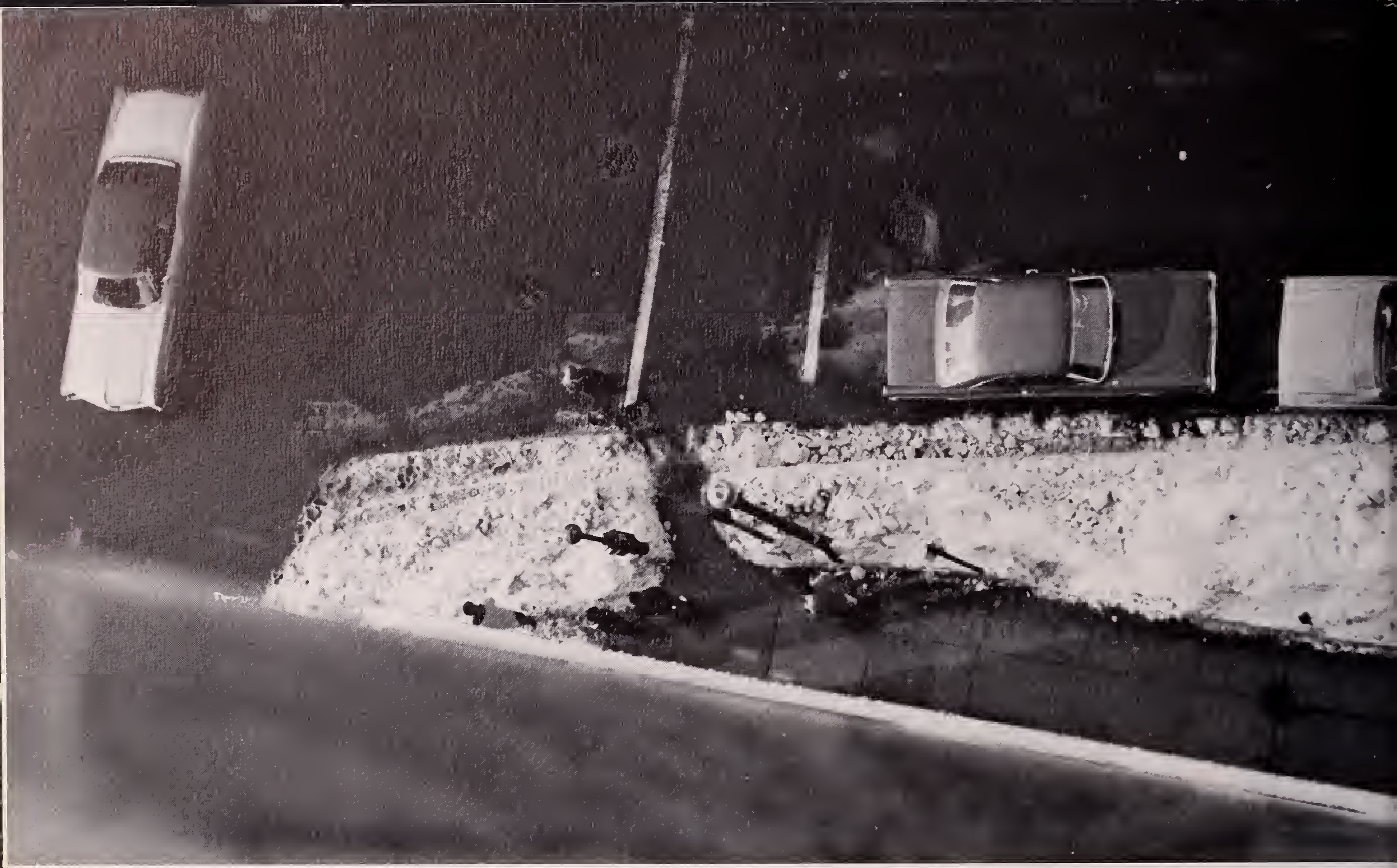

US
COCKTAILS
Schlitz
BAR-LOUNGE

Of course, there were problems we couldn't solve, metermaids, snow, and the noise of falling buildings.

UNIVERSITY OF MASSACHUSETTS

For a brief time it seemed that our Park Square site would become an integral part of the "new Boston"

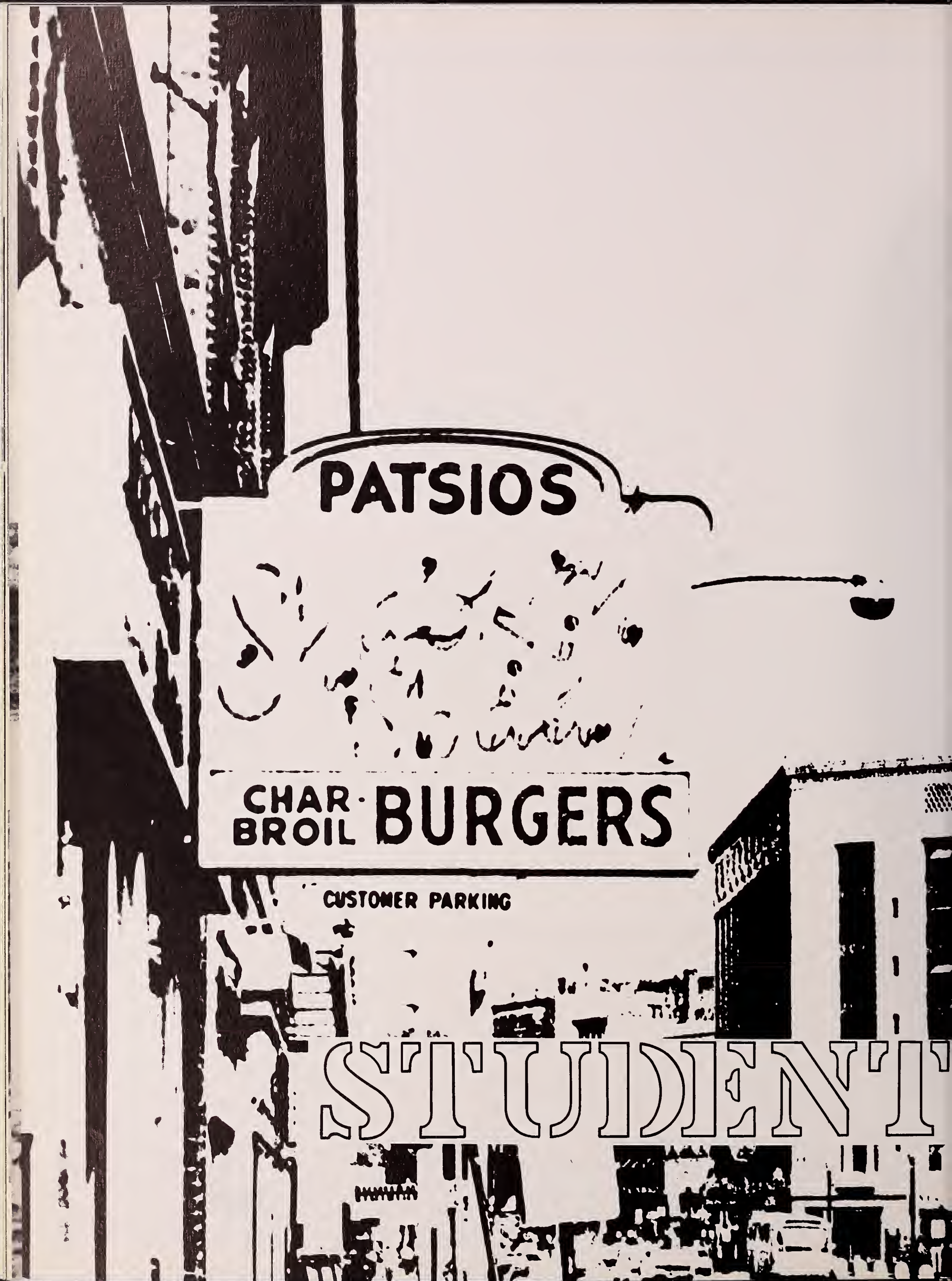
TOW AREA
NO



PARK
$1.75
50¢
PARK
HERE
PARKING

It's strange, we seemed to fit so well in the core city.

WHY . . .

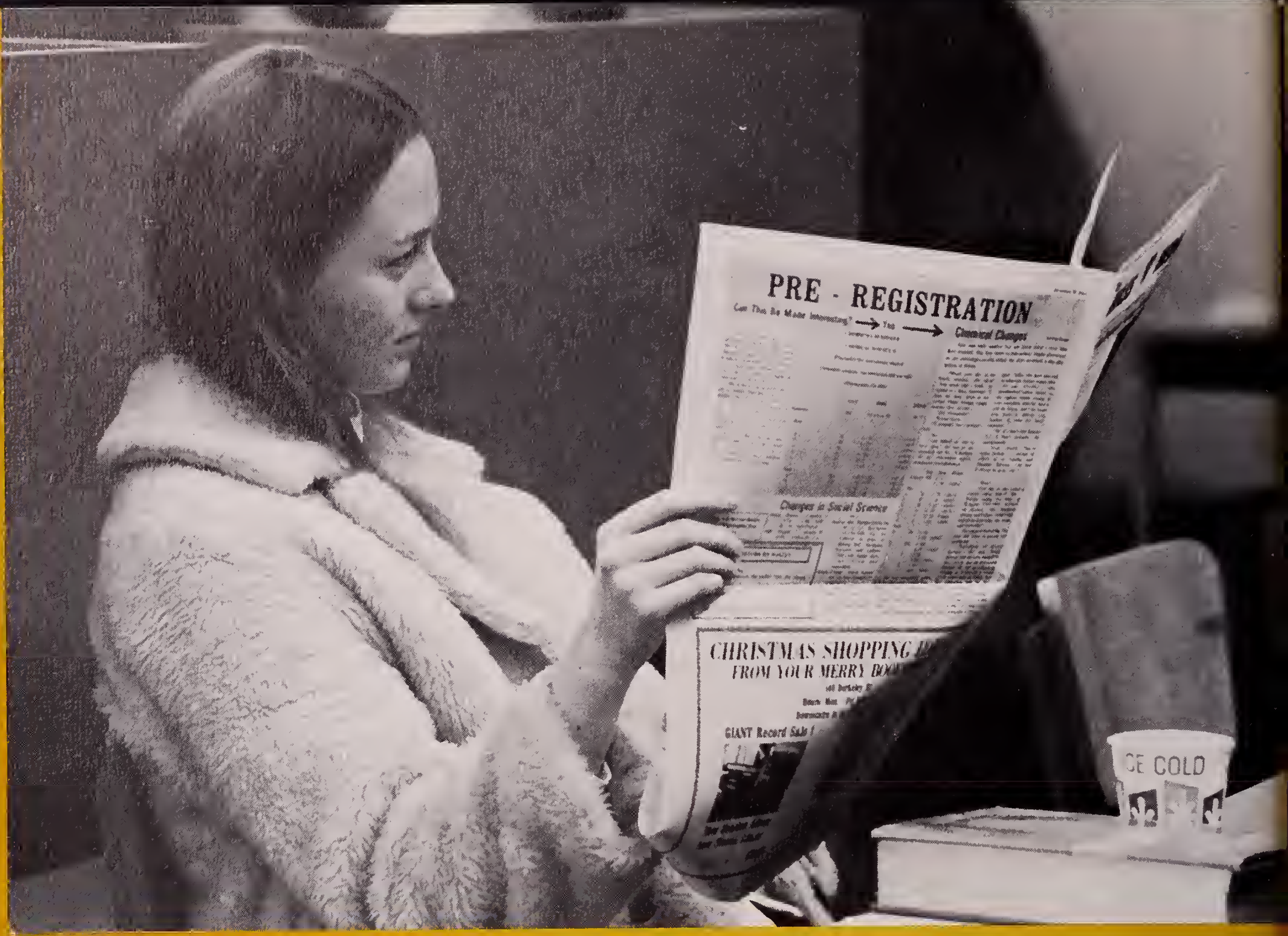

PATSIOS
CHAR-BROIL BURGERS
CUSTOMER PARKING

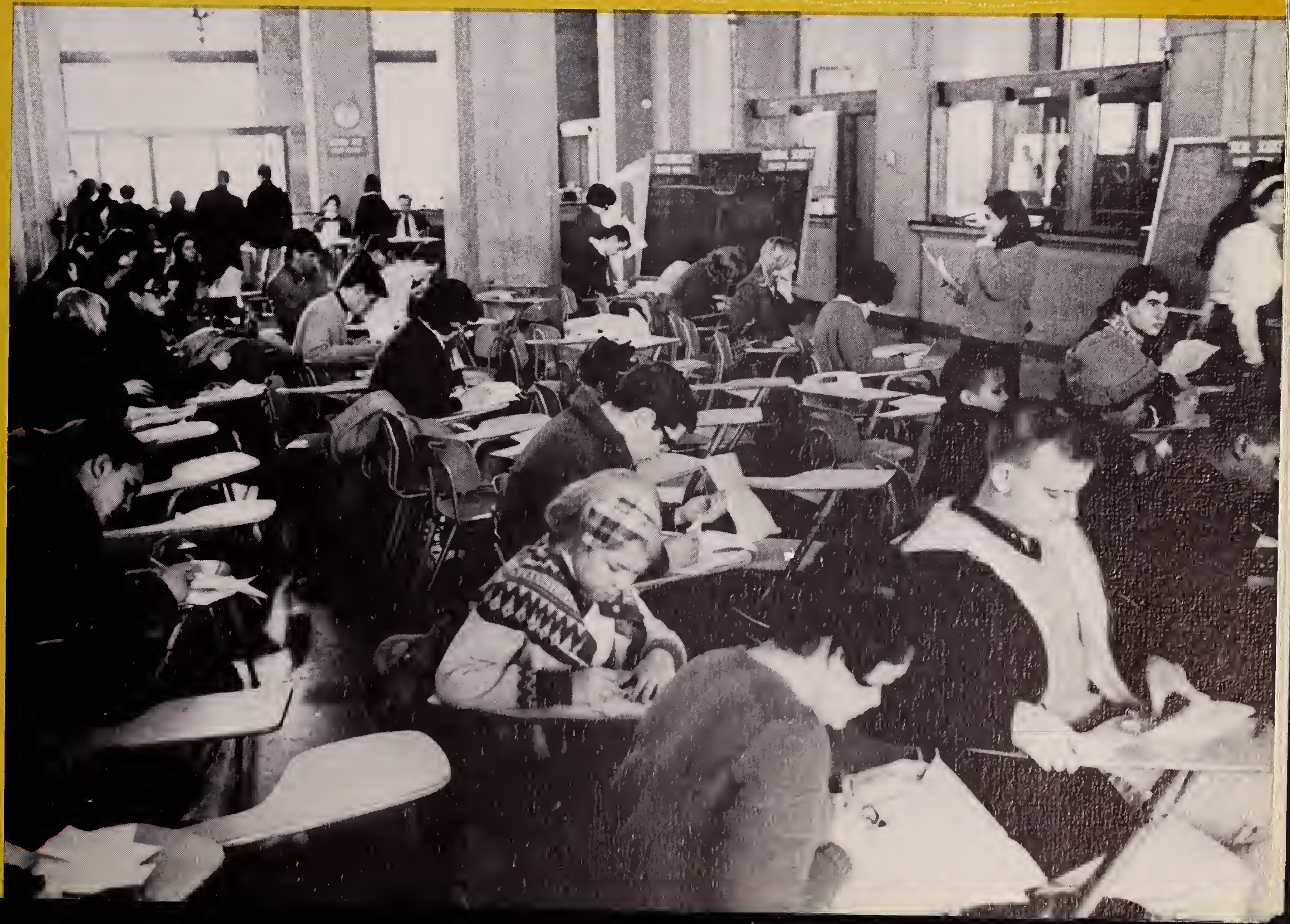
STUDENT

LIFE

SULLIVAN'S
COLOR TV

REGISTRATION


PRE - REGISTRATION
Changes in Social Science
CHRISTMAS SHOPPING
FROM YOUR MERRY BOO
GIANT Record Sale
CE COLD

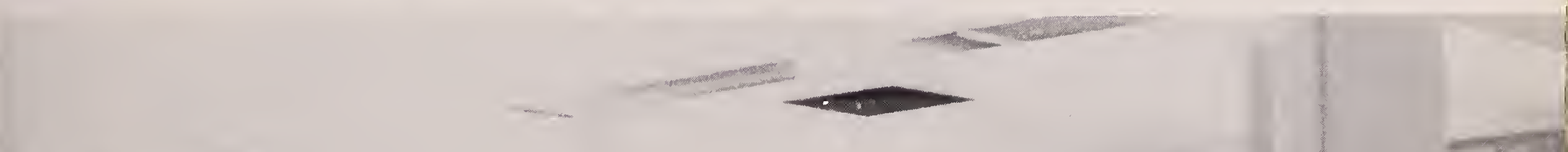


BOOK

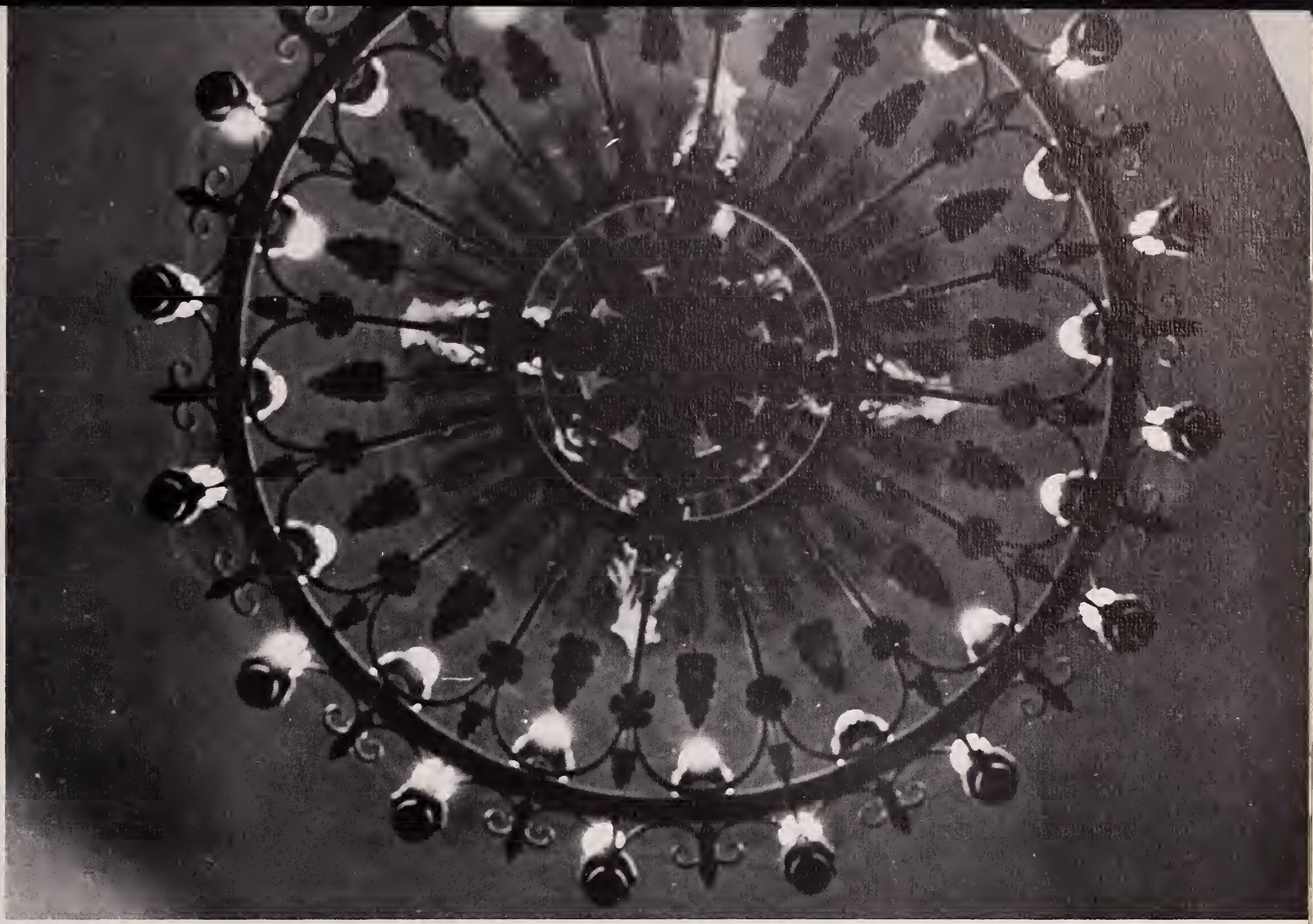
SWITZERLAND
PHILOSOPHY

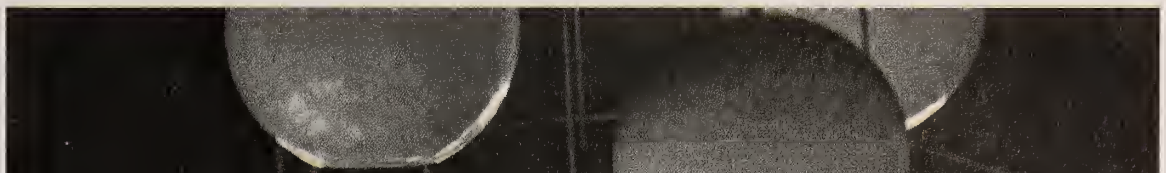
STORE

CIAL SCIENCE
ART



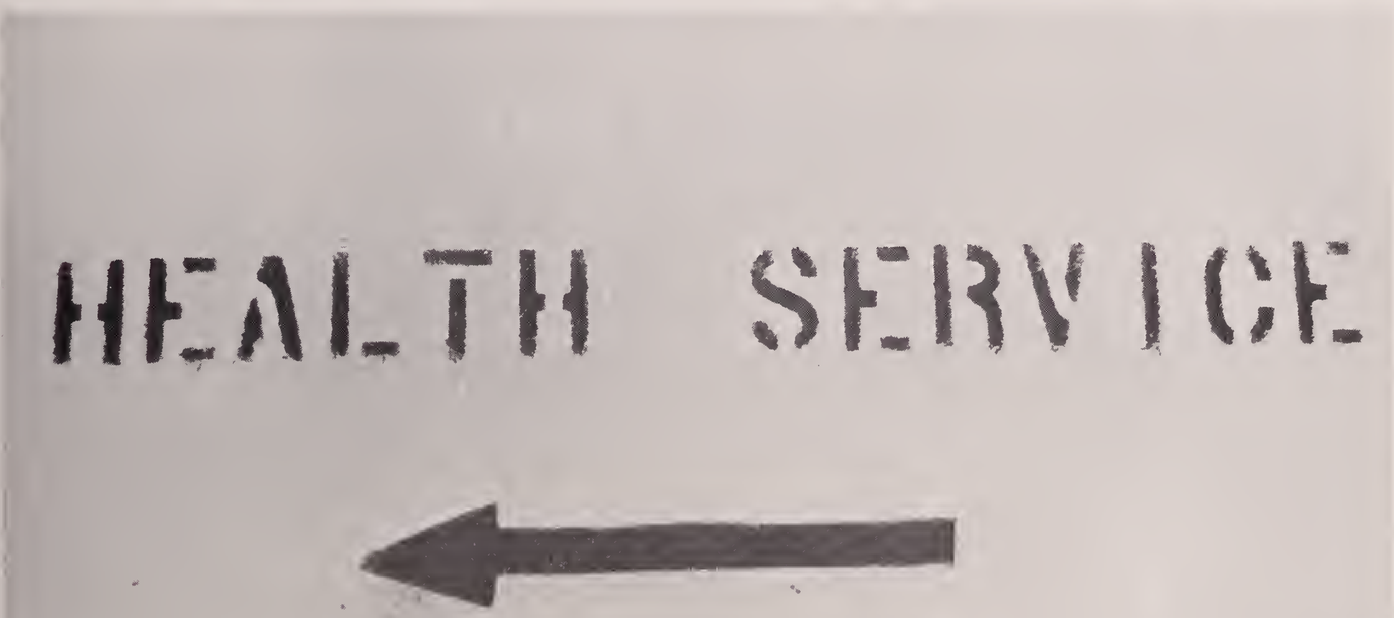
WAITING





GARAGE
Today...
why not take in
a good
gas station?

WANDER


HEALTH SERVICE

ING

EATING

R
U
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H
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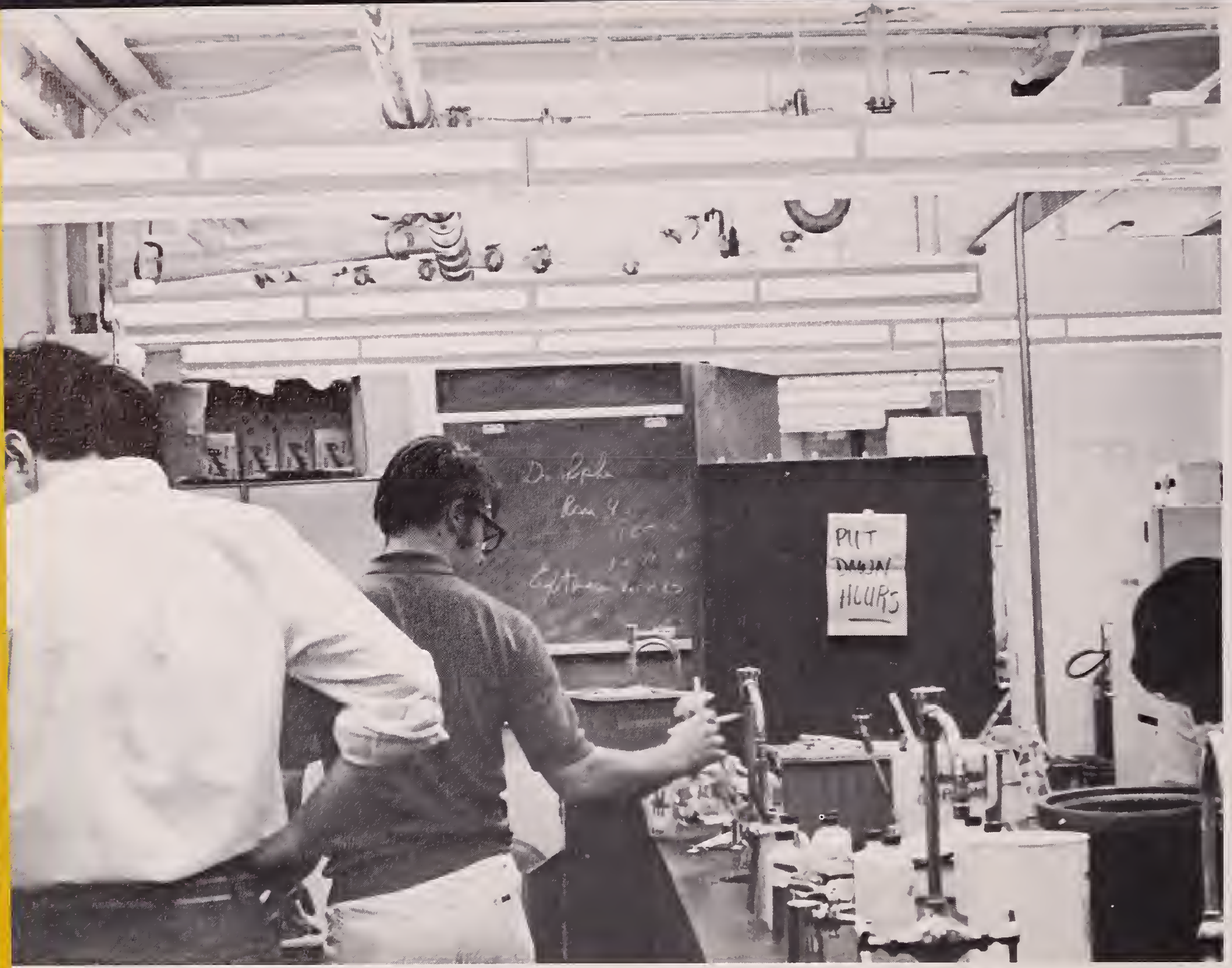
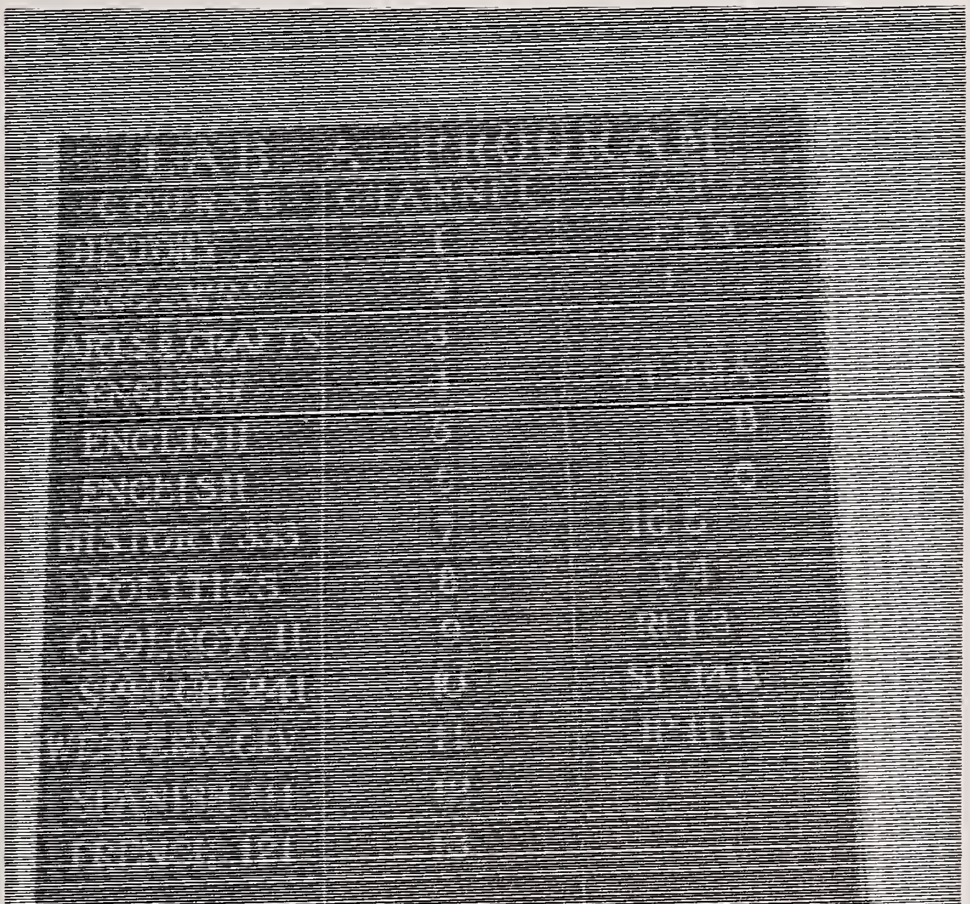
G

CLASS


PUT
DOWN
HOURS

LABS

EXAM
ITALIAN III
12
8A
SPANISH III
12

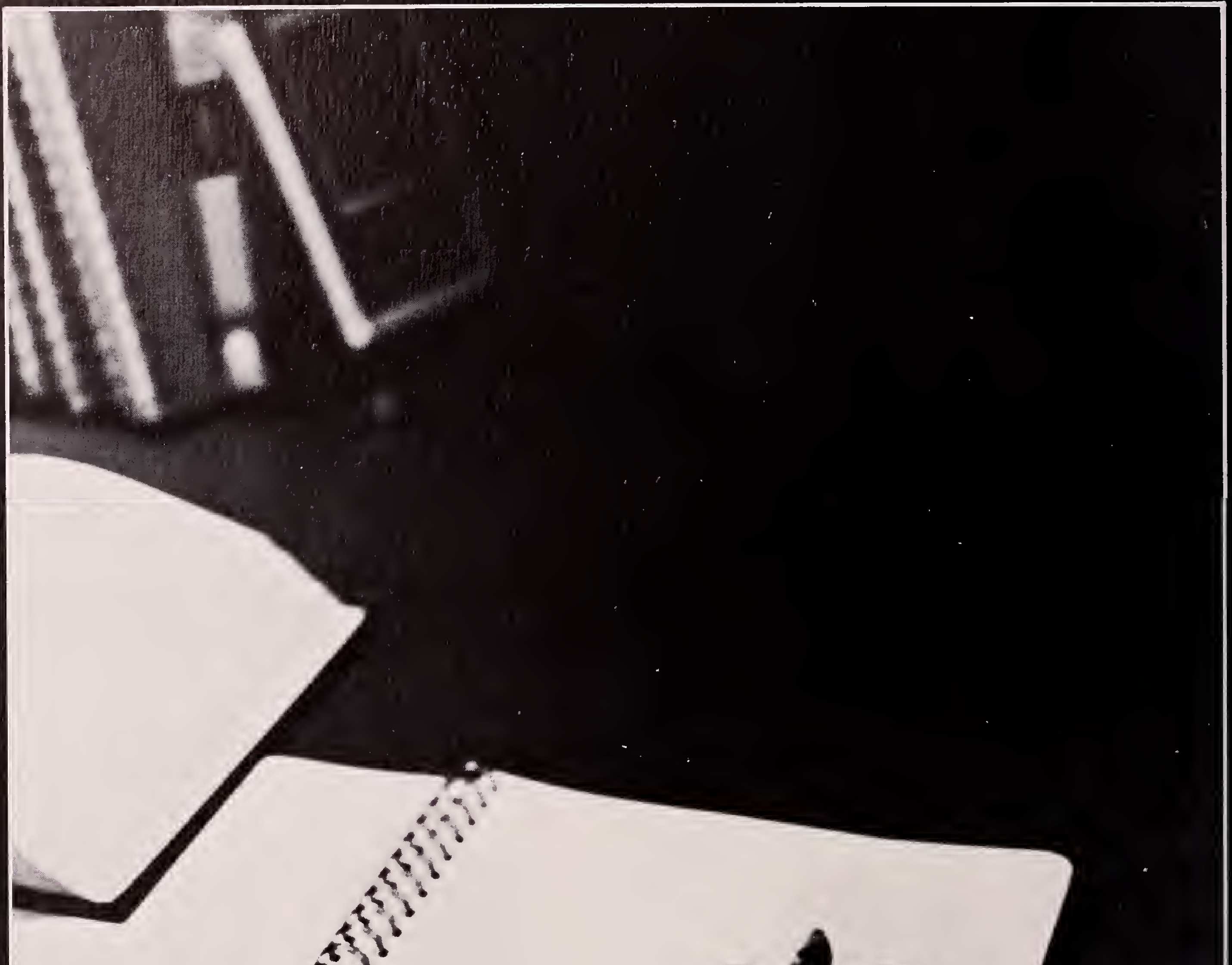

ENGLISH
ENGLISH
GEOLOGY II
PLEASE SET SWITCHES ON
BEFORE LEAVING LAB

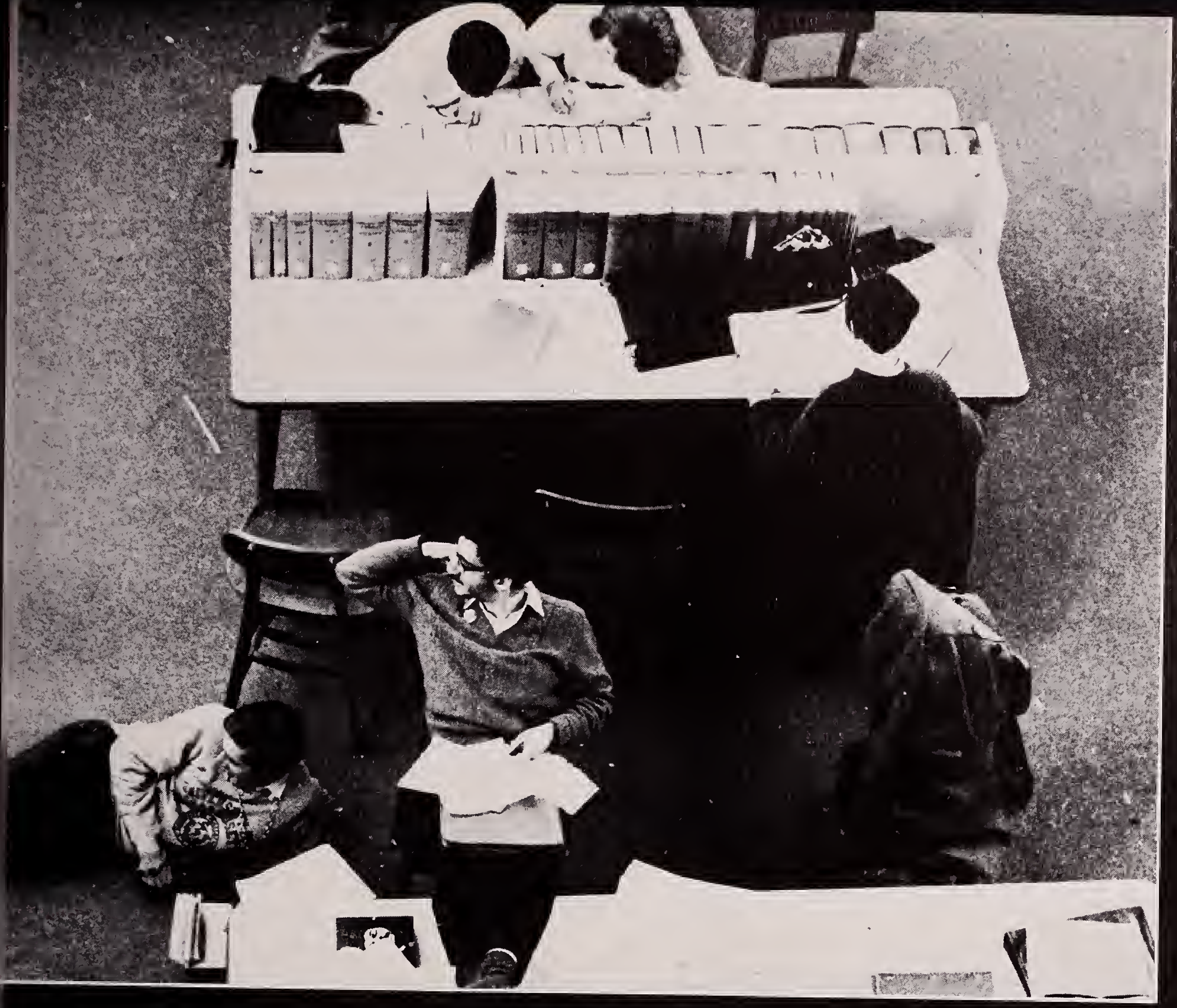
Laura Appleton
INTERIORS
EUROPEAN
IMPORTS
AND
ANTIQUES

DISTRACTIONS

PASS AMERICA'S
NO. 1 NATURAL RESOURCE
THE AMERICAN BOY

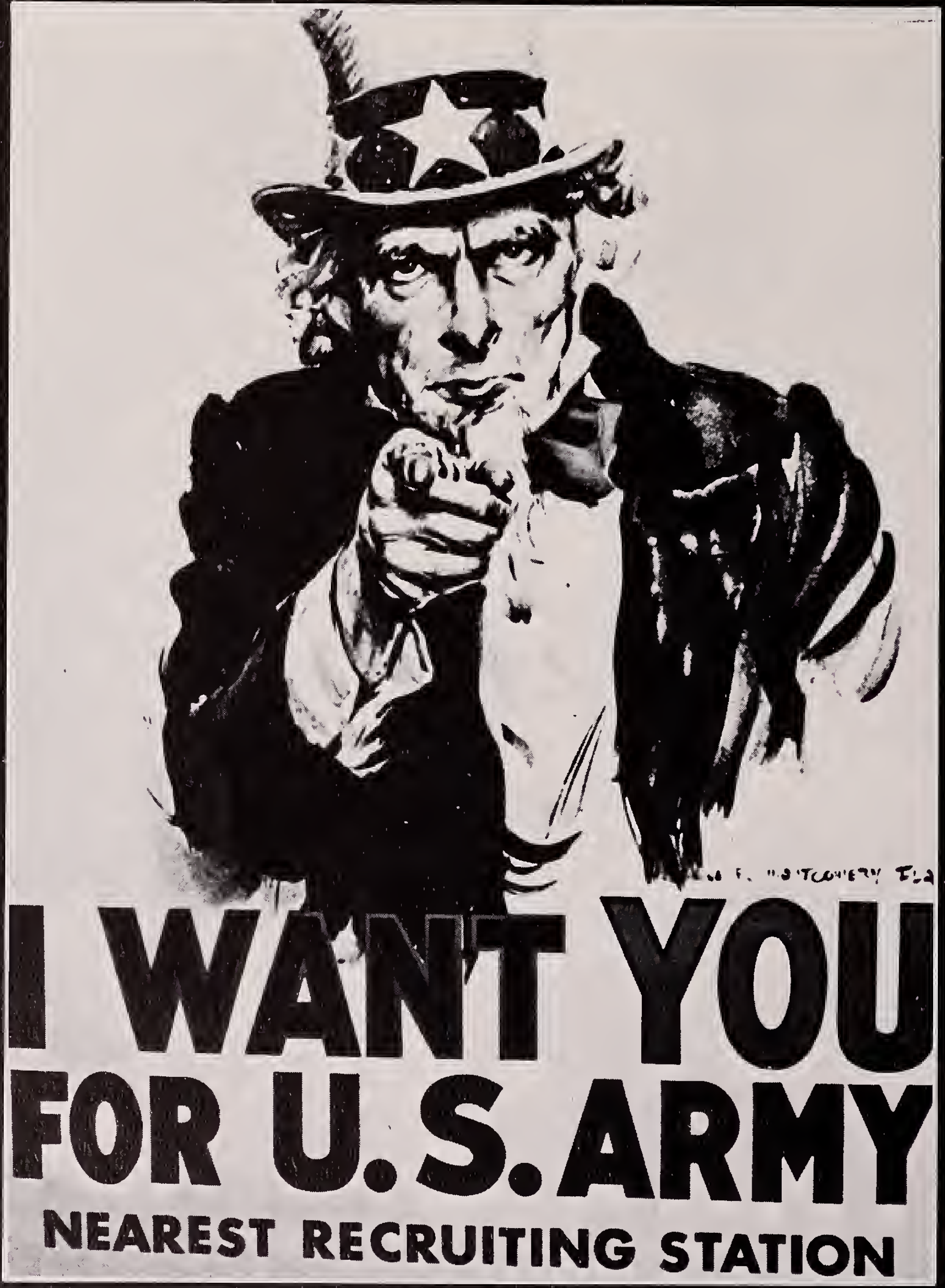
CRAMMING





“ALIENATION
IS
WHEN YOUR COUNTRY
IS AT WAR
AND
YOU WANT THE OTHER
SIDE TO WIN”

– THE OAKLAND SEVEN


I WANT YOU
FOR U.S. ARMY
NEAREST RECRUITING STATION

"Where is it written in the Constitution, in what article or section is it contained, that you may take children from their parents and parents from their children, and compel them to fight the battle of any war in which the folly and wickedness of the government may engage itself?

"Under what concealment has this power lain hidden, which now for the first time comes forth, with a tremendous and baleful aspect, to trample down and destroy the dearest right of personal liberty? Who will show me any constitutional injunction which makes it the duty of the American people to surrender everything valuable in life, and even life itself, whenever the purposes of an ambitious and mischievous government may require it?

"I almost disdain to go to quotations and references to prove that such an abominable doctrine has no foundation in the Constitution of this country. It is enough to know that that instrument was intended as the basis of a free government, and that power contended for is incompatible with any notion of personal liberty.

"A free government with an uncontrolled power of military conscription is the most ridiculous and abominable contradiction and nonsense that ever entered into the head of man."

— Daniel Webster
US House of Representatives
January 14, 1814

Girls SAY YES To Boys who SAY No

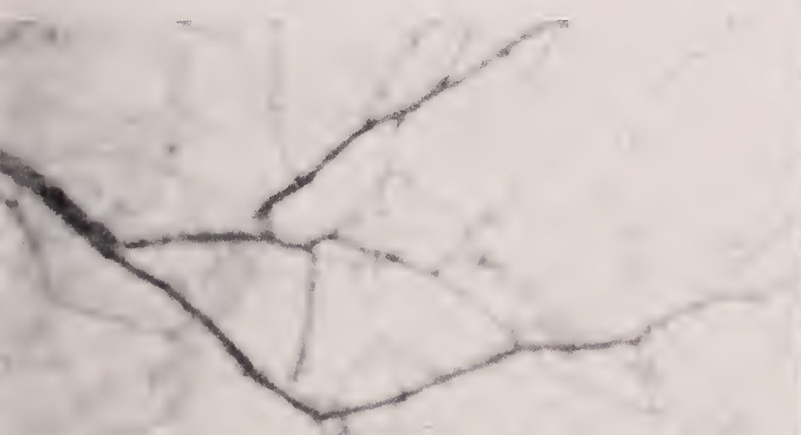
UARE
ORY
RGE
NDIKE

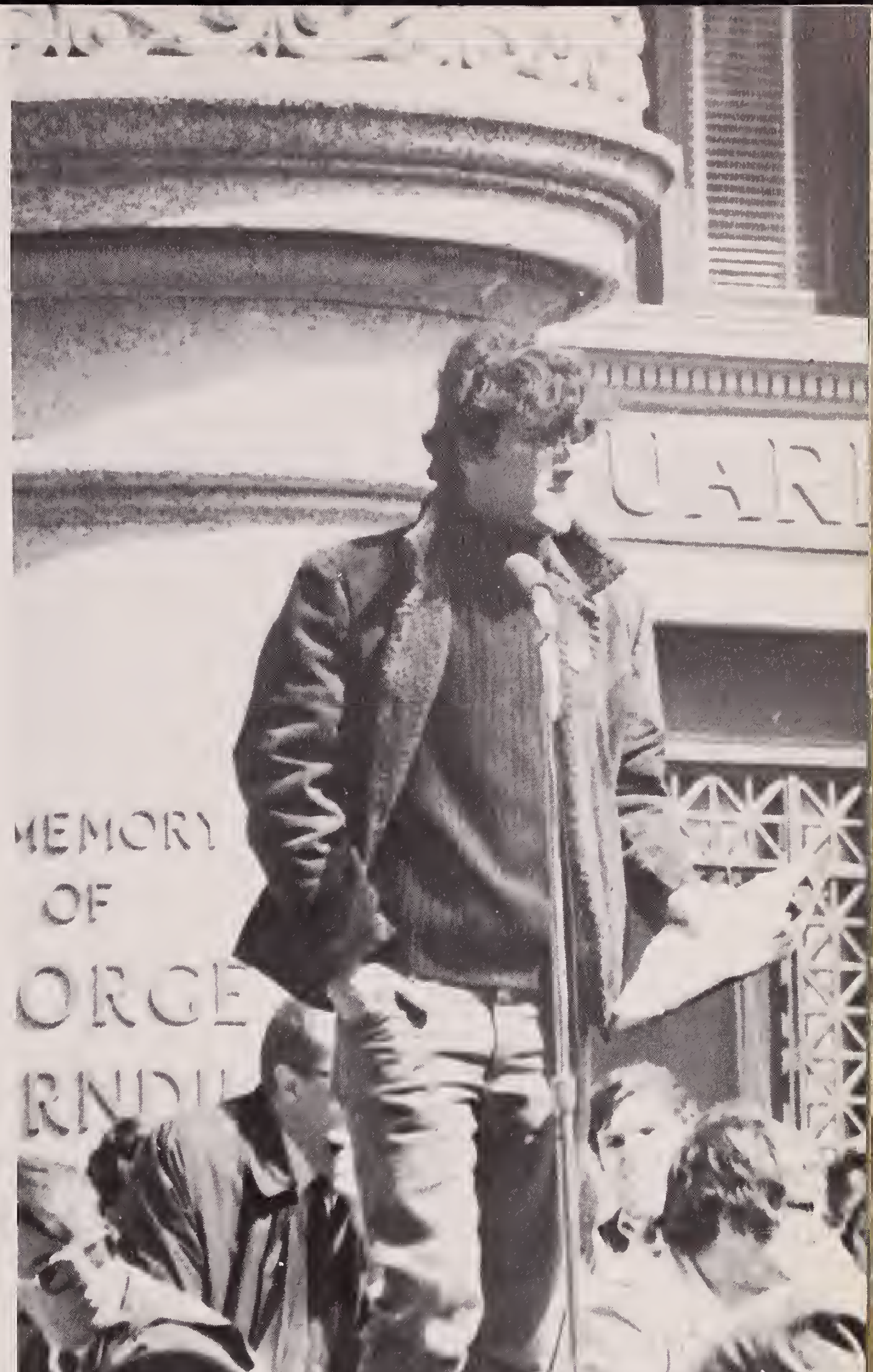
Dear Mr. President,
If you wish to avoid
the responsibility
of fathering the nuclear child,
you may:
(1) withdraw the military phallus
(2) practice contraceptive de-escalation
or (3) abort the developing fetus.
If none of the above procedures
are carried out
you may be certain

that further intercourse
will lead to the unwanted birth;
in which case,
your only hope
is that the mother
will miscarry.

Best Wishes,
Dr. Spock

by
Stephen
Carter


VETS FOR
IN VIET


MEMORY
OF
ORGE
RNDI
UARI

BOSTON POLICE
BOSTON

Betty Lucca

Paula Visalli

James Casco

Leslie Holson

If you wondered
why your yearbook
is late, this is
the reason –

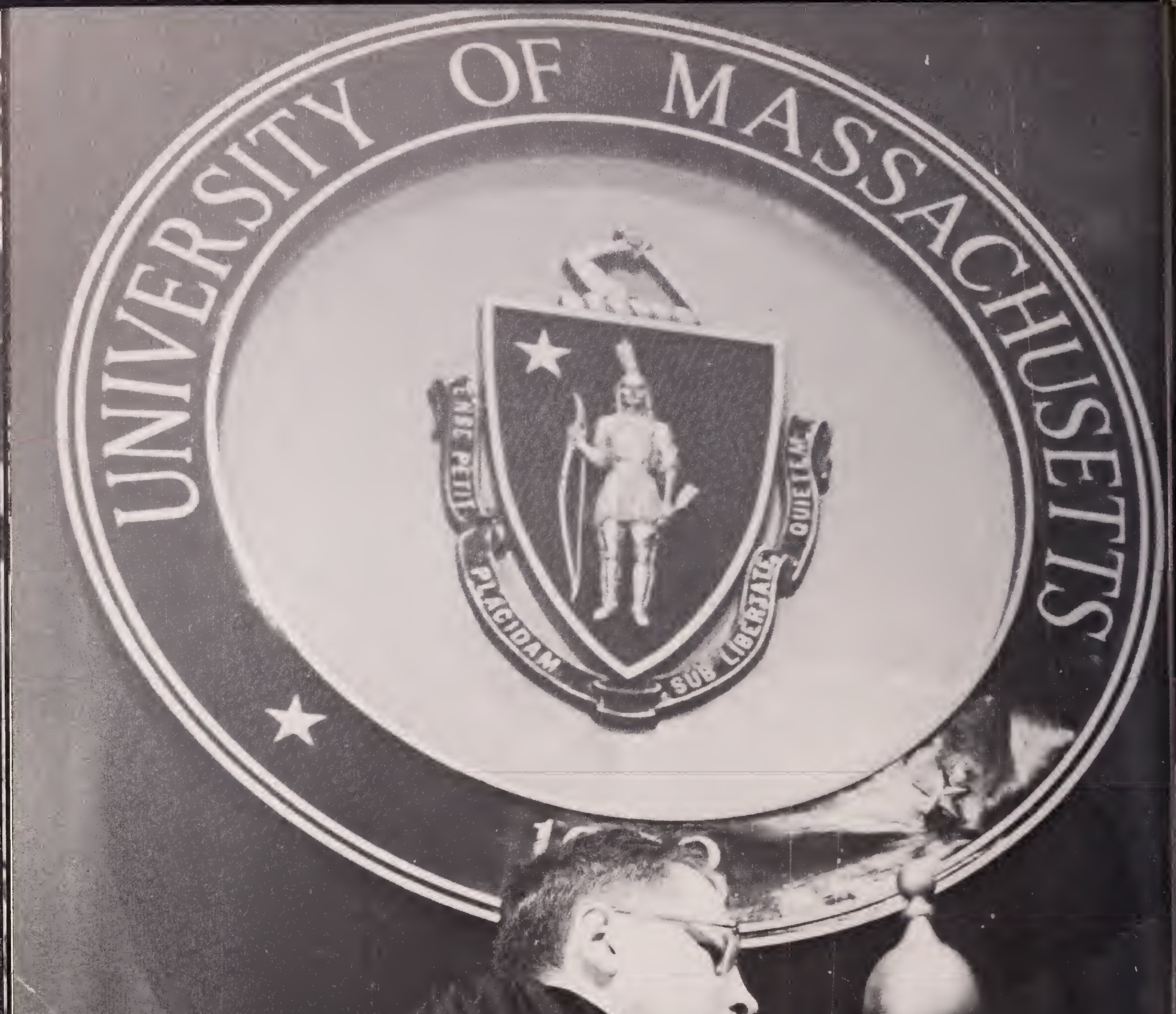
MONTAGE

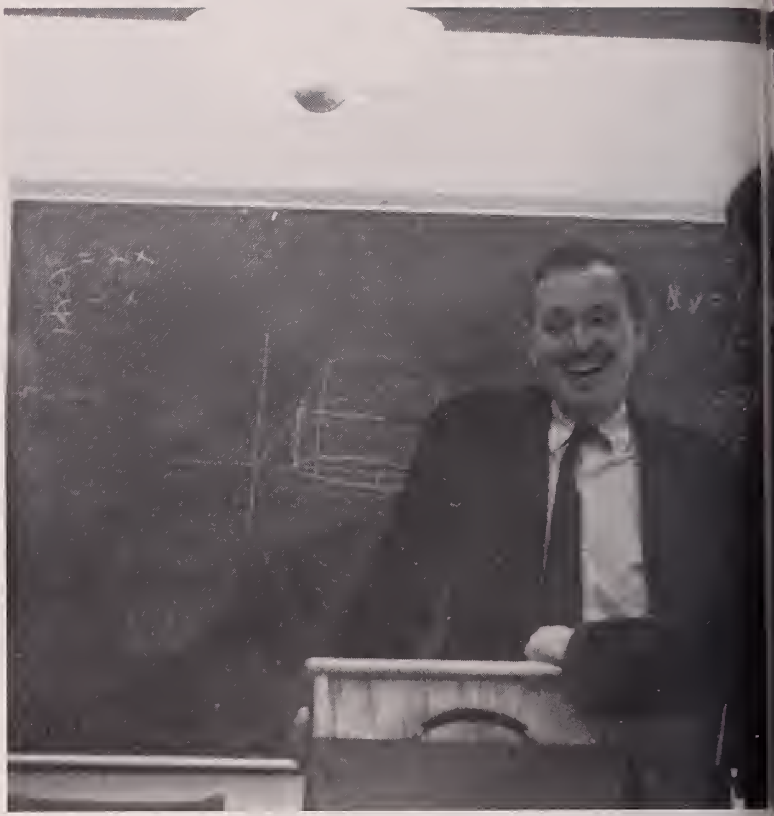
staff

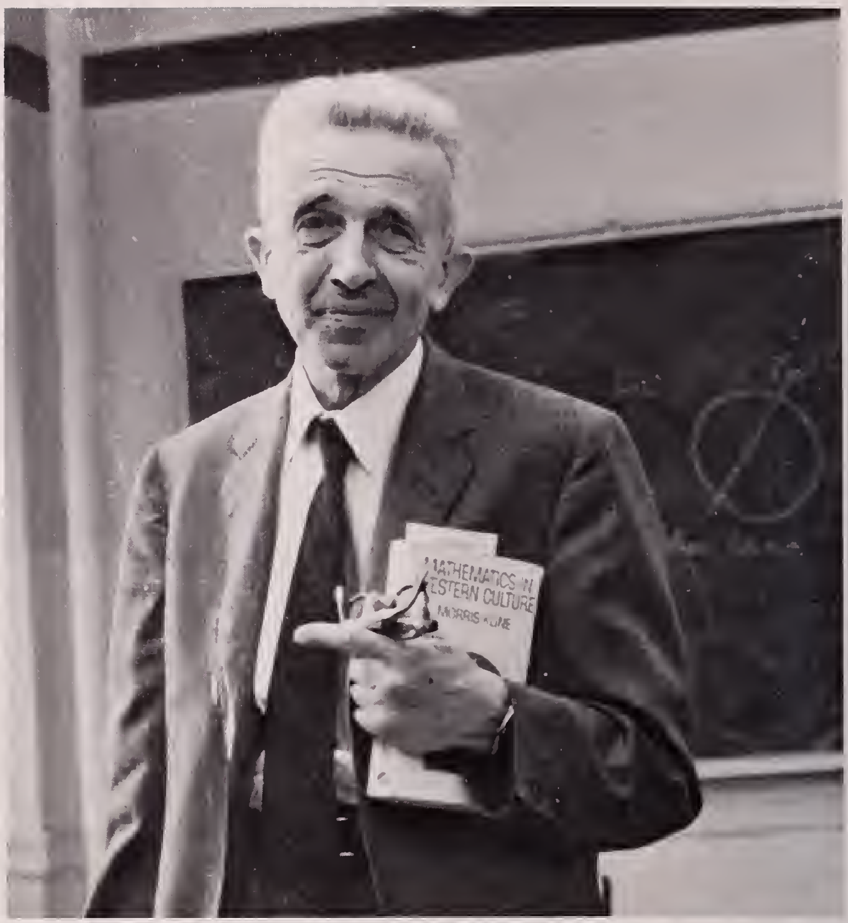
Ralph Swaine

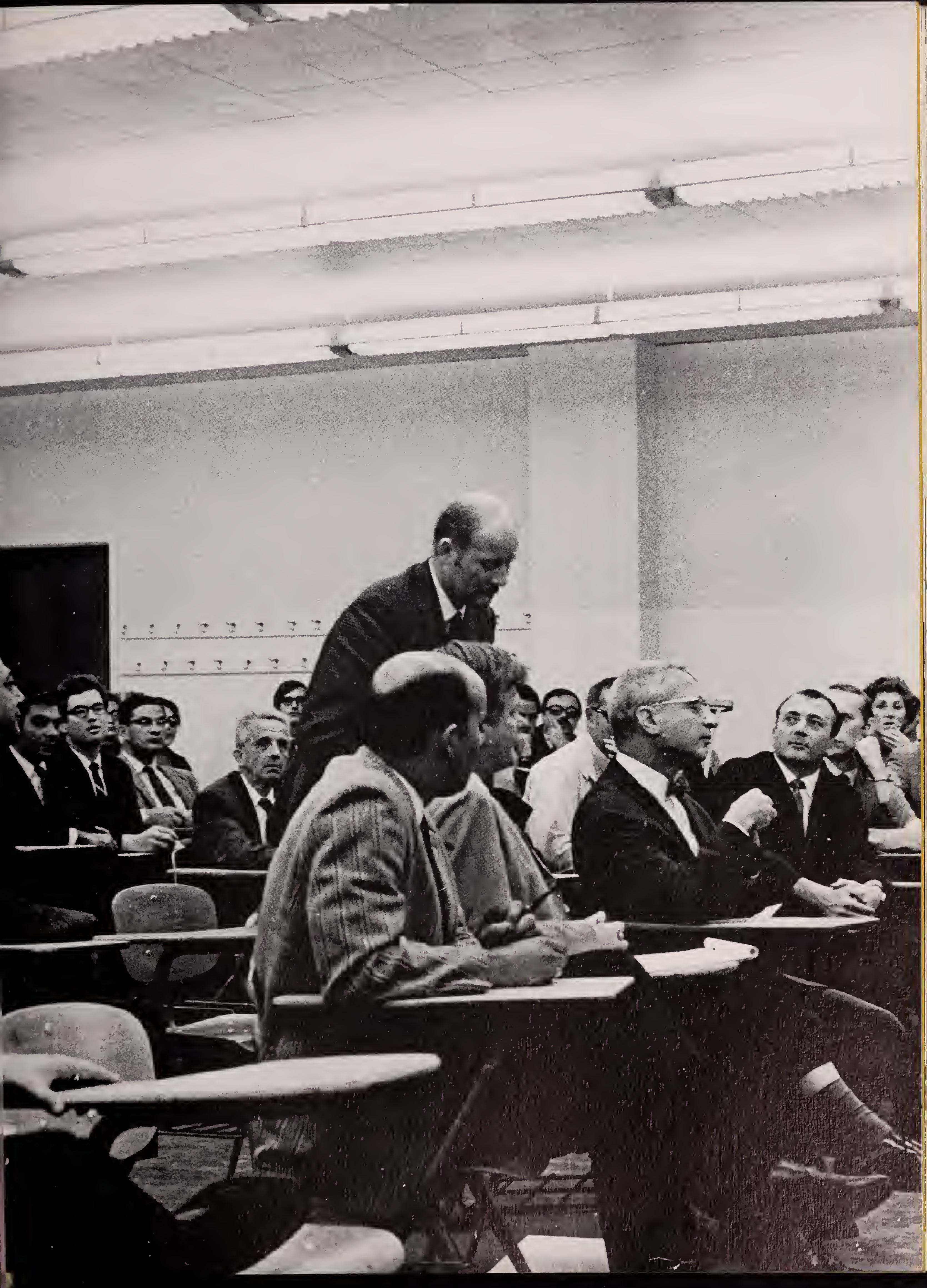
FAC

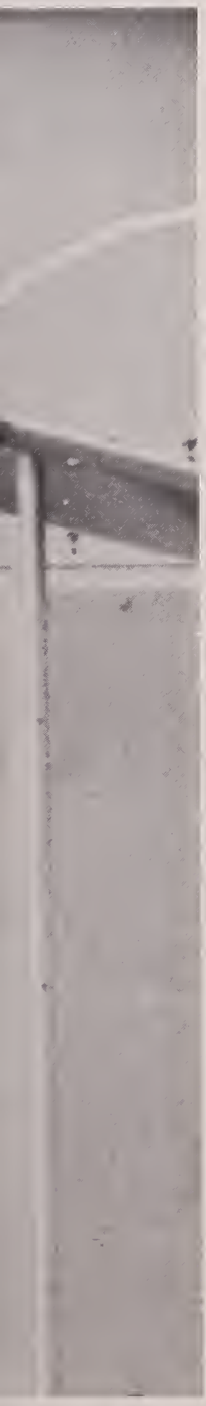
ULTY

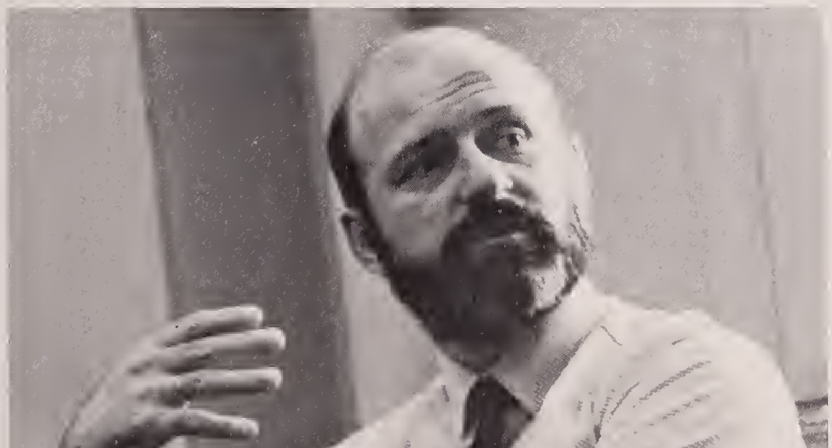

UNIVERSITY OF MASSACHUSETTS
ENSE PETIT PLACIDAM SUB LIBERTATE QUIETEM

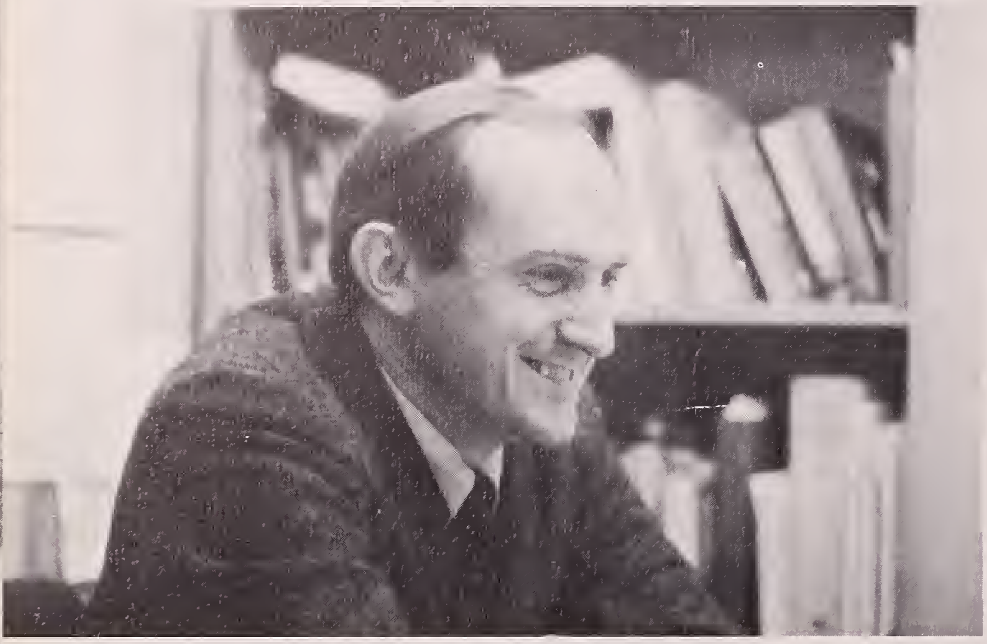


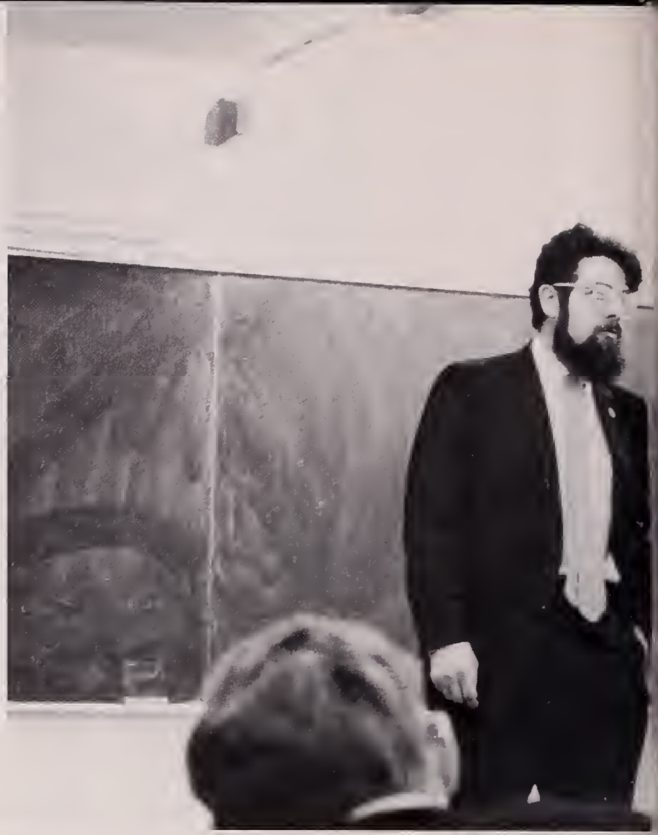

MATHEMATICS IN
ESTERN CULTURE
MORRIS KLINE

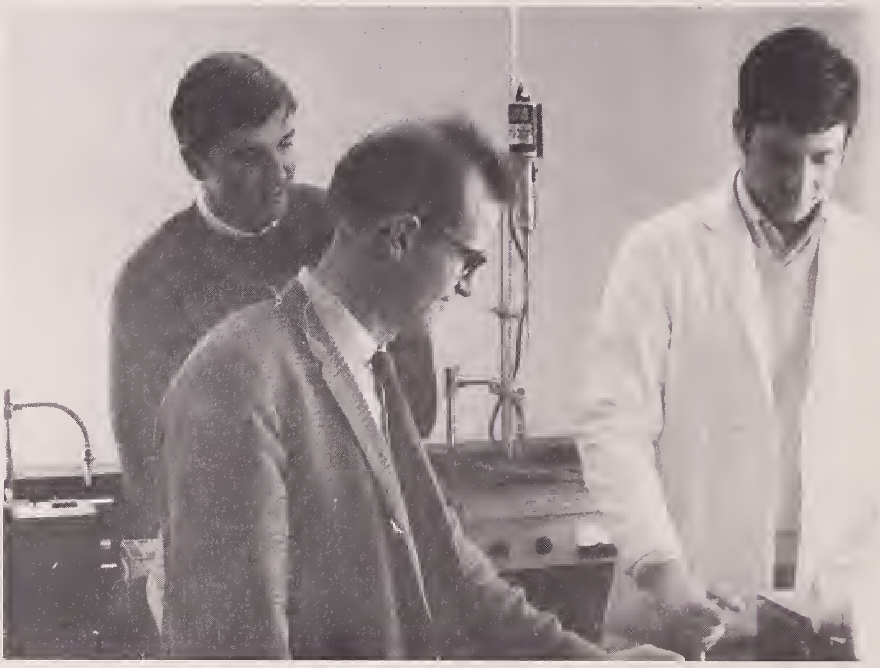


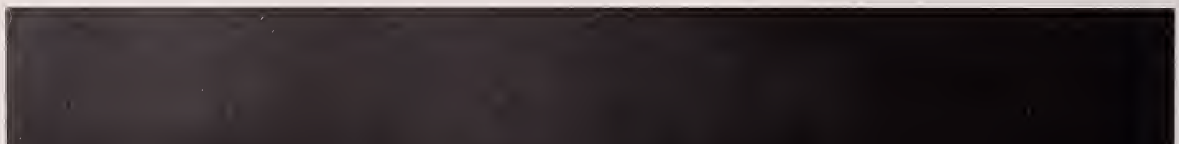


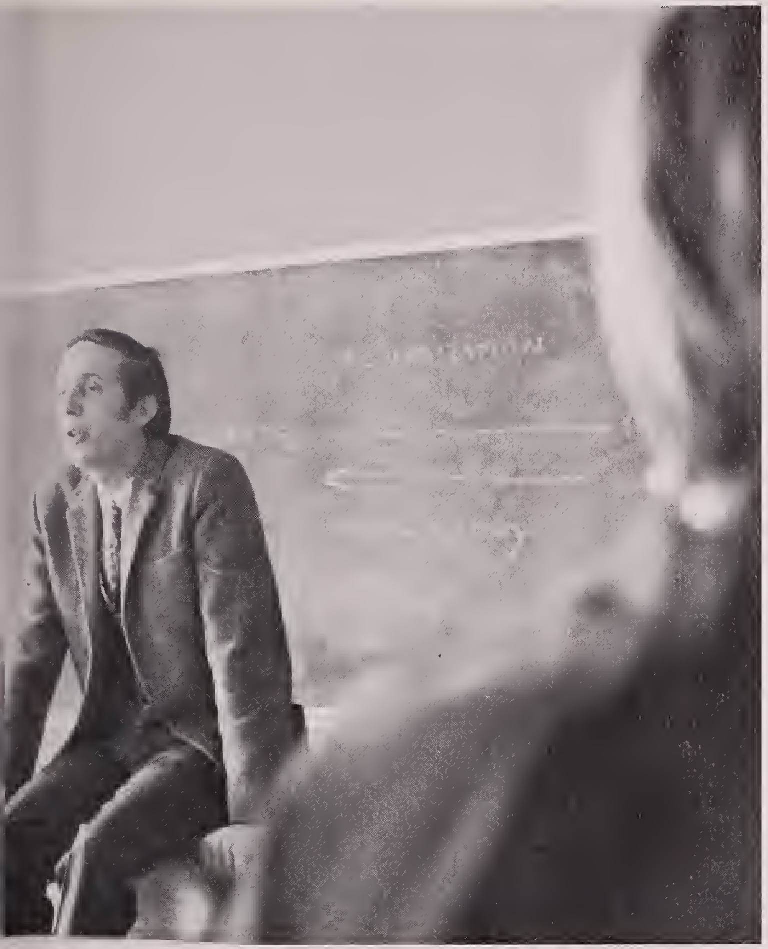












NO SMOKING

REVOLUTION OR EVOLUTION

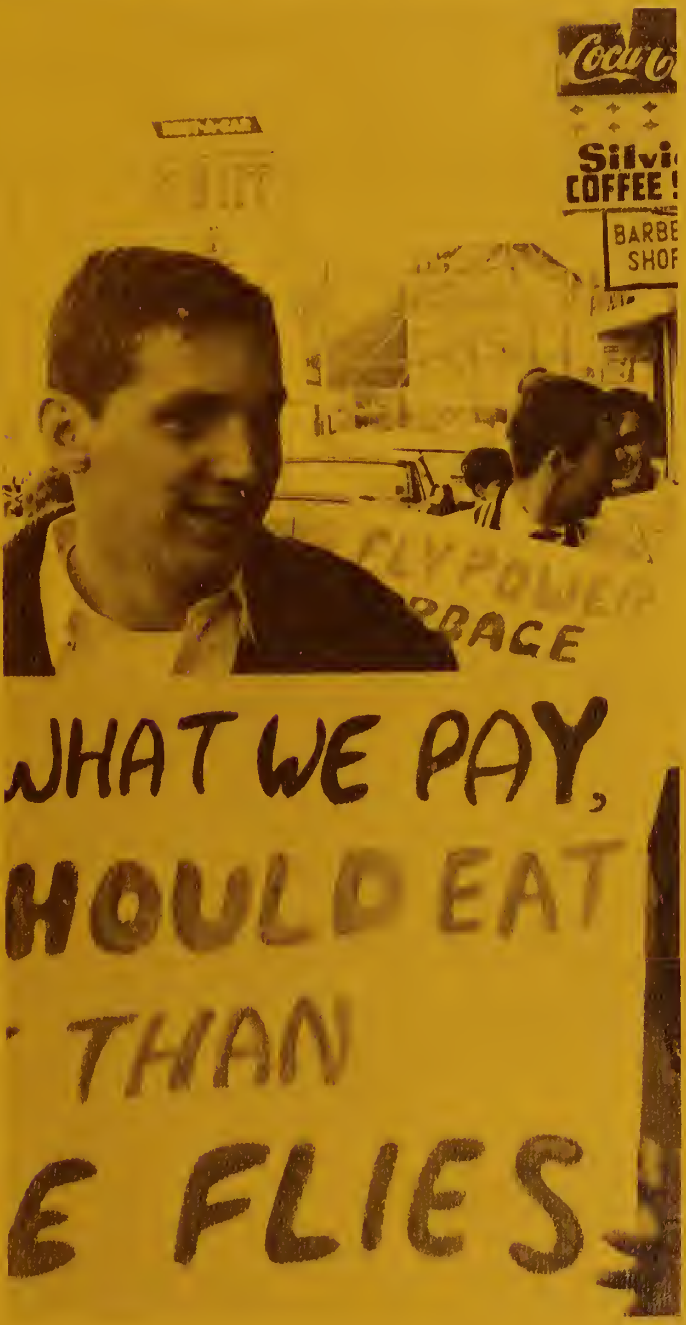
as student unrest grows

When our University replaced the Gas Company, an academic community was formed. This community, no different from any other, needed a government. Elections were held, and a constitution was forged.

I CAN

NOT ONLY DO WE
WANT BUT WE
NEED:
HOT FOOD
LOWER PRICES
CLEAN FLOORS
AND TABLES
LONGER HOURS

Since any government is only as effective as the powers given and the people administering, ours was a weak government.


Coca-C
Silvi
COFFEE S
BARBE
SHOP
FLY POWER
RBAGE
WHAT WE PAY,
HOULD EAT
THAN
E FLIES

In fact, it was void of power from the very beginning.

Yet, often hampered by the Administration, Student Government led the struggle for the Copley site.

Coca-Cola
COFFEE SHOP
ANK VAULT
SALE

As our understanding of University politics grew so did discontent. It became obvious that student government needed to be altered.

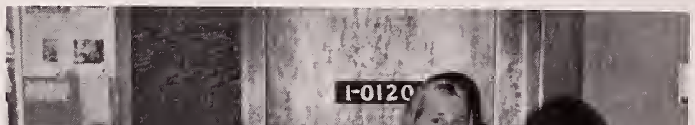
As the year came to a close student unrest became critical. Chancelor Broderick called a forum to discuss problems which had become acute such as faculty tenure, afro-american demands and a proposal for a new university government.

Final exams relieved the tension and the year ended peacefully as many student leaders became alumnus. We hope that our alumni officers will continue the struggle for students rights.

How do you run social activities for students who won't come. Although we never found out, we tried for four years. Seldom with success but always with fun for the few that always came.

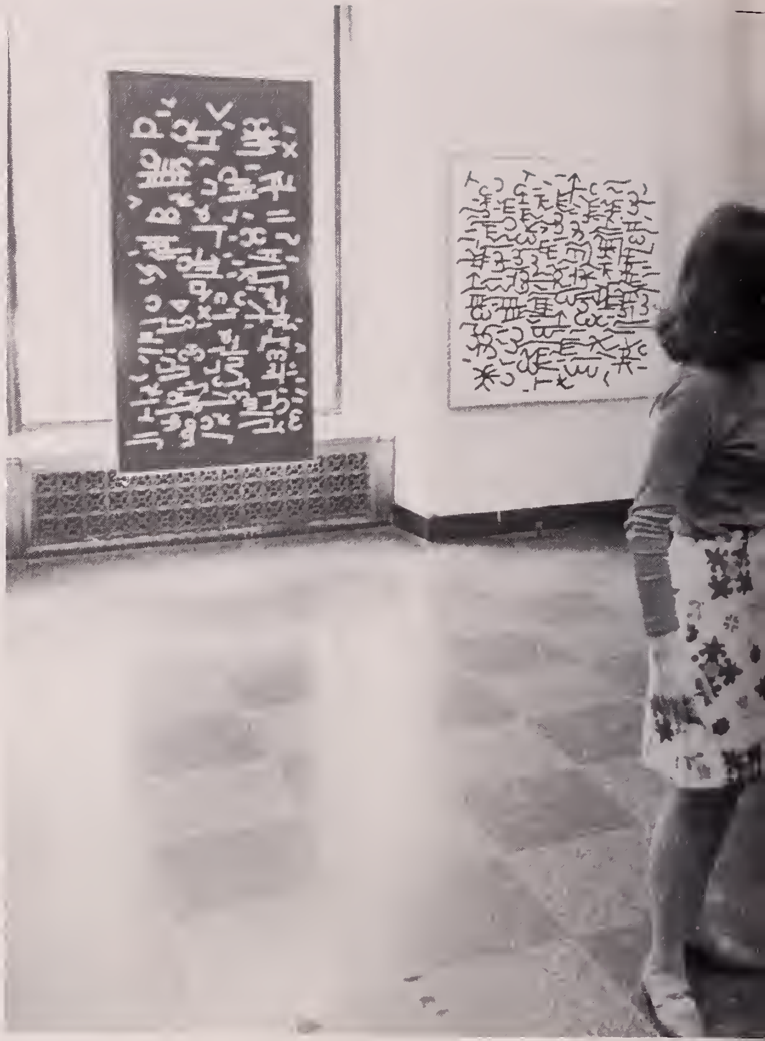
after finals beach party Cranes Beach 1966

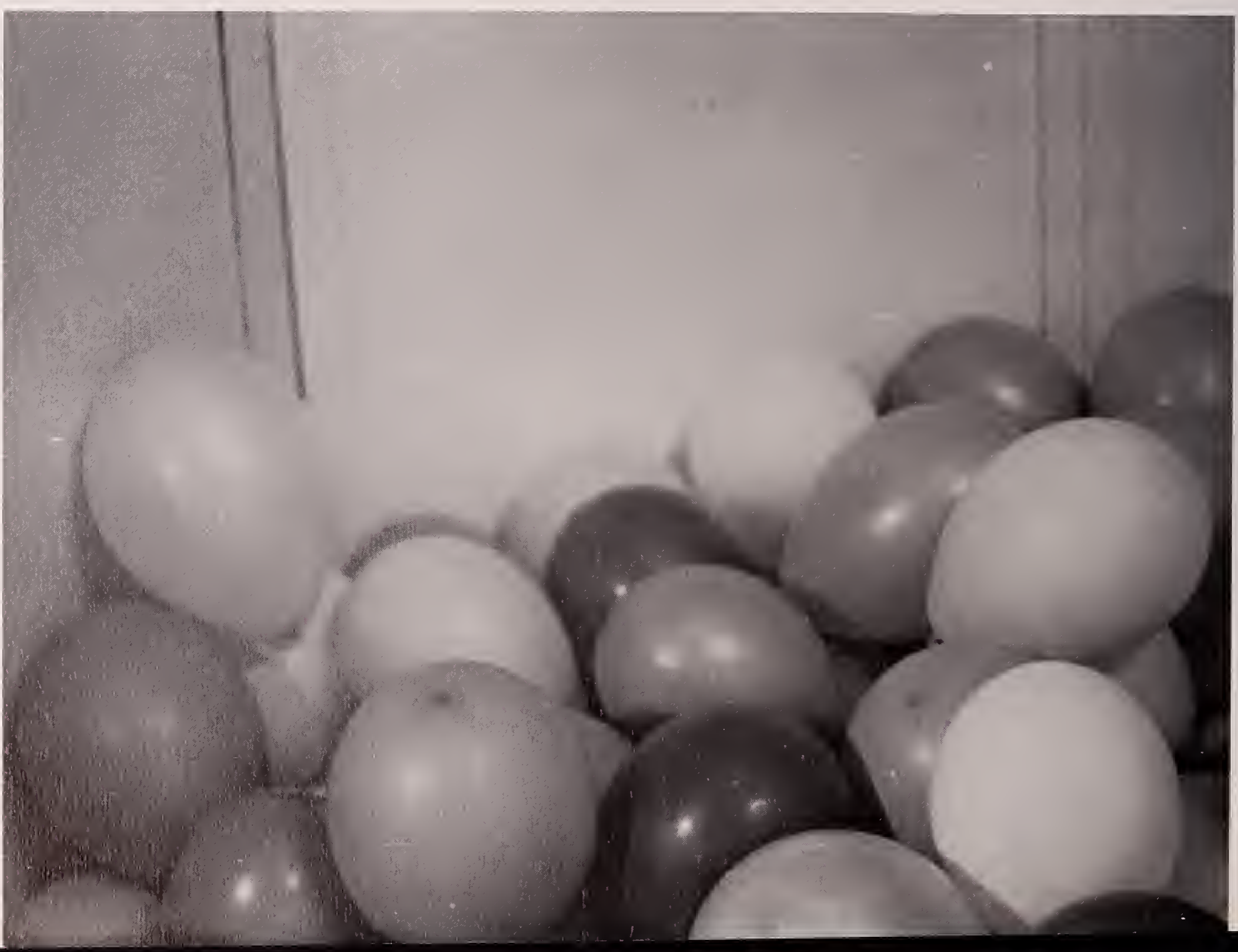
Georges Island 1969



MIXERS

UNIVERSITY OF MASSACHUSETTS
ART GALLERY

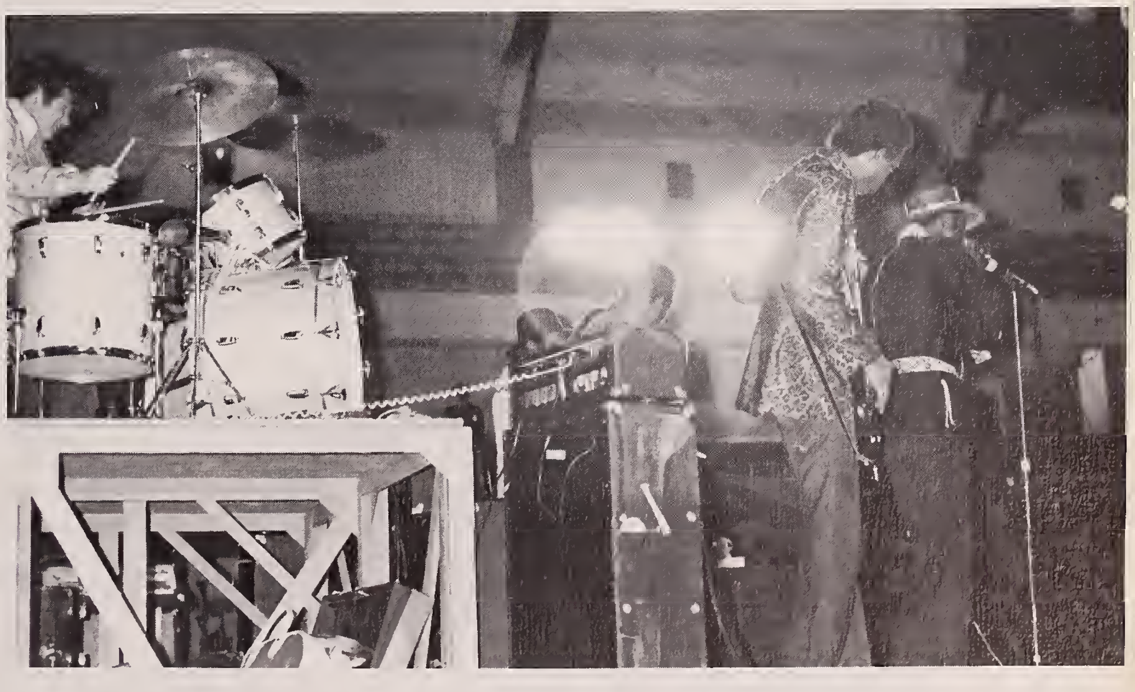




PÉLE

HERE TH

Y ARE



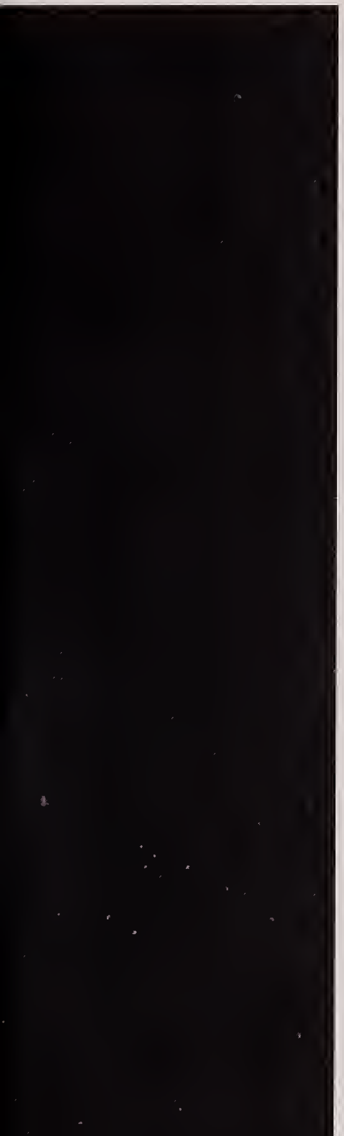
LUAU

CHORUS

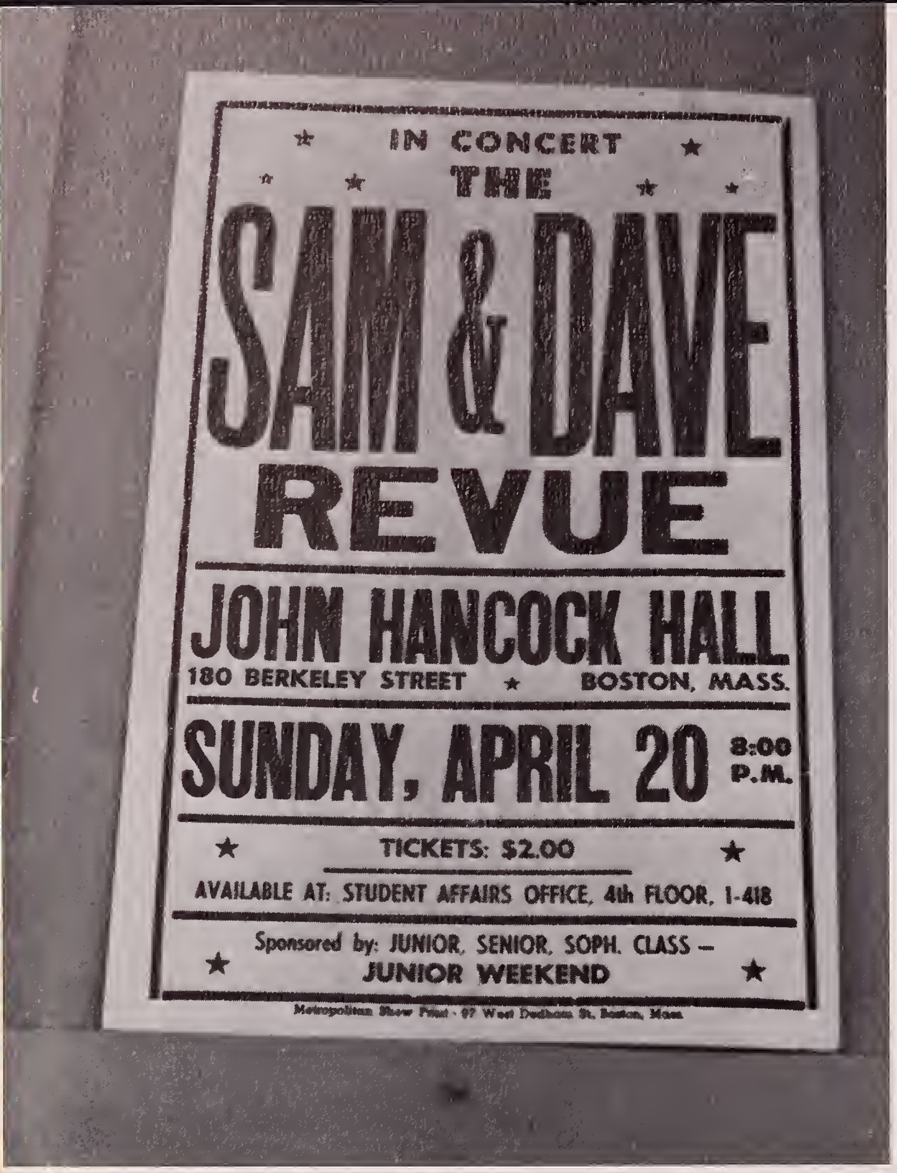
The
omans-O'Connell Co.
CHAIN RUSTIC
LINK WOOD
YEOMANS
O'CONNELL
RAL AUTOMOTIVE
AREHOUSE CORP.
ALEXANDER'S

Friday afternoon became our biggest social event. Sullivan's tavern was a place of escape for any student who had the price of a stein. However the strange tasting beer seemed to affect a person's sense of time, for many of the Friday afternoon drinkers arrived at Sully's before class on Monday morning.

FUR FROLIC



BEACH PARTIES



IN CONCERT
THE
SAM & DAVE
REVUE

JOHN HANCOCK HALL
180 BERKELEY STREET ★ BOSTON, MASS.

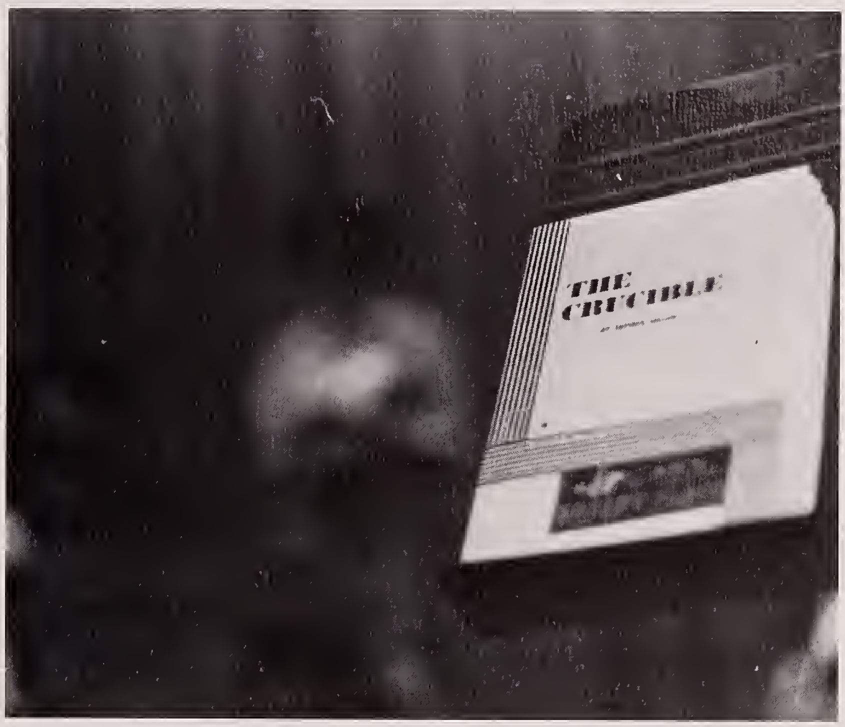
SUNDAY, APRIL 20 8:00 P.M.

★ TICKETS: $2.00 ★

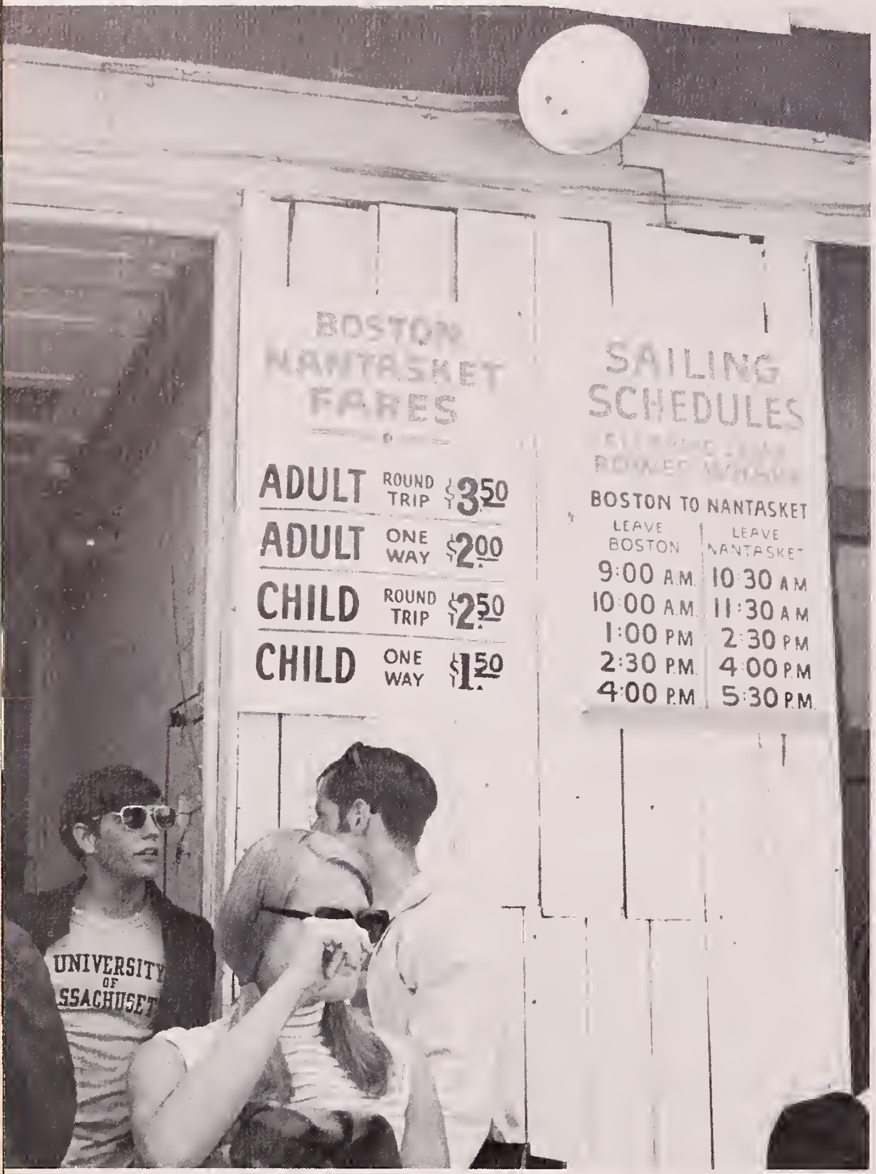
AVAILABLE AT: STUDENT AFFAIRS OFFICE, 4th FLOOR, 1-418

Sponsored by: JUNIOR, SENIOR, SOPH. CLASS —
JUNIOR WEEKEND

Metropolitan Show Print · 97 West Dedham St, Boston, Mass.


THE CRUCIBLE

GEORGE'S ISLAND

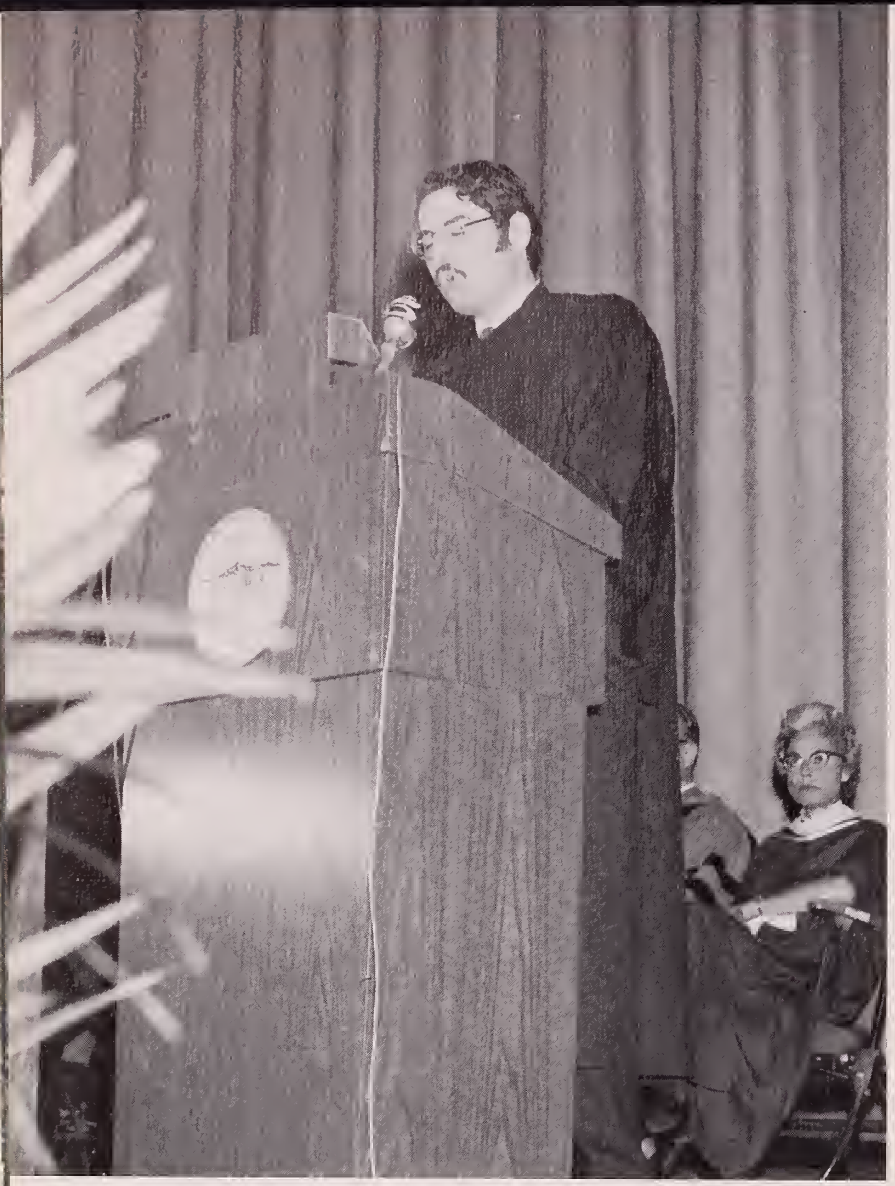

BOSTON NANTASKET FARES
ADULT ROUND TRIP $3.50
ADULT ONE WAY $2.00
CHILD ROUND TRIP $2.50
CHILD ONE WAY $1.50
SAILING SCHEDULES
BOSTON TO NANTASKET
LEAVE BOSTON
LEAVE NANTASKET
9:00 A.M. 10:30 AM
10:00 A.M. 11:30 AM
1:00 PM 2:30 PM
2:30 PM 4:00 PM
4:00 PM 5:30 PM
UNIVERSITY OF MASSACHUSETTS

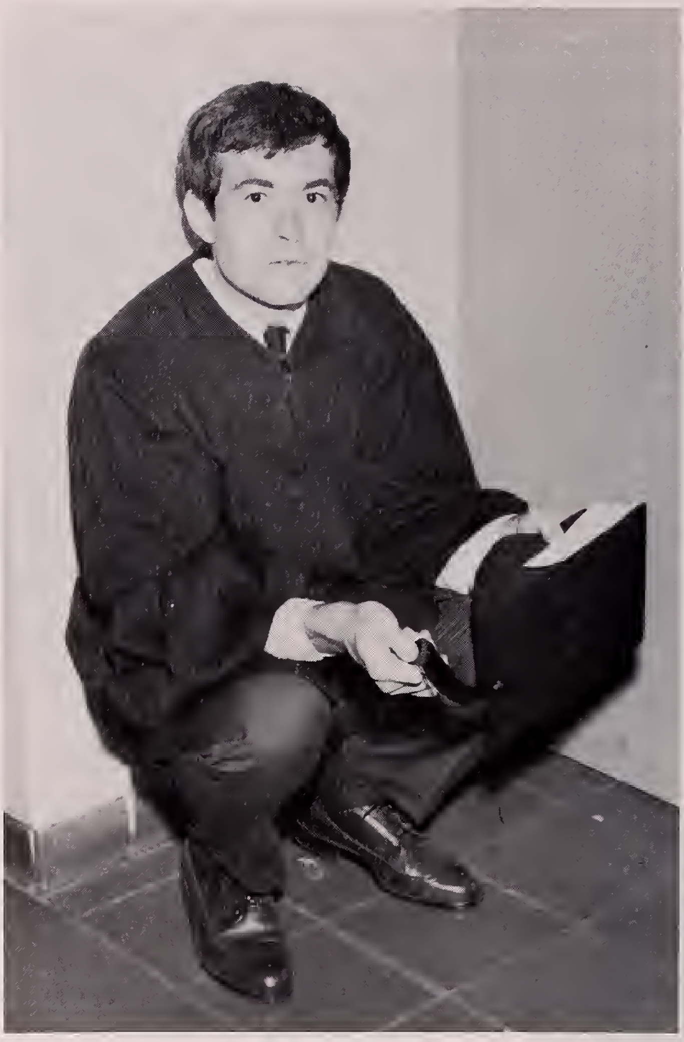
PROPERTY OF ALL SOUND AUDIO 400 HANCOCK ST. QUINCY, MASS.

MARINE SU
MARINE HARDWARE

GRADUATION

Finally on June 12, 1969, four years of study came to an end in the same manner they began, in confusion.

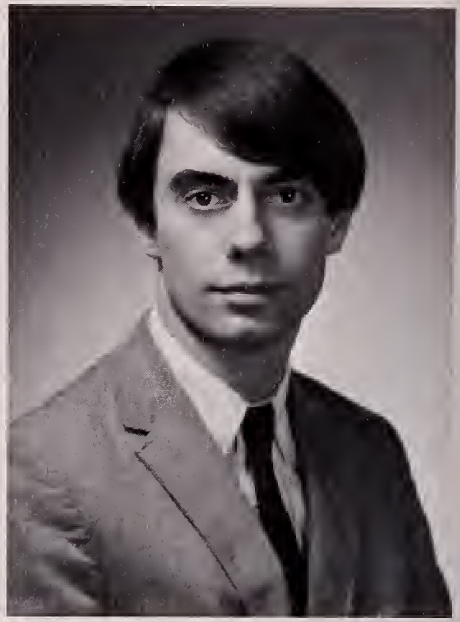




NGE

Shelby Esta Allen

Mafalda Altobelli



Robert Gregory Anastas

Anita Marie Andrews

Nancy M. Ayers

Janet Marie Babineau

Virginia Mary Babineau

Carol Lee Baird

Arlyn Gail Baker

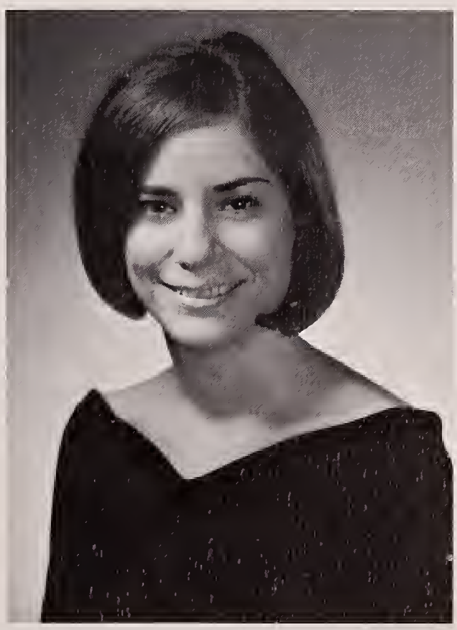
William Edward Barbeau

Cheryl Lee Barcroft

Kathleen Ann Barker

Robert Baron

Natalie Anne Bassil



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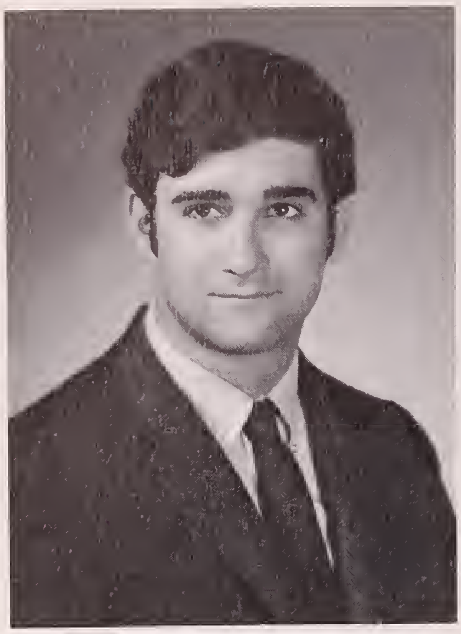
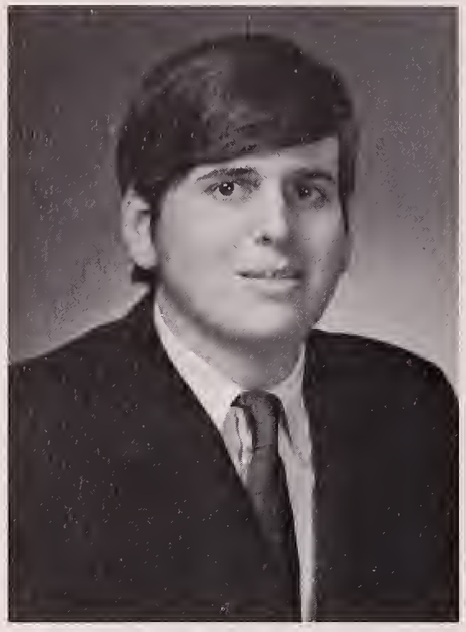
Theodore Beatrice



Andrew Scott Bedar



Fred Bellis

Jack G. Bennett

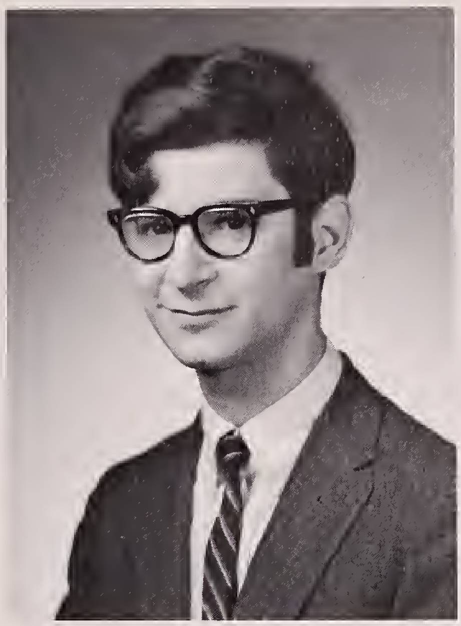
Christina Rennie Bezanson

Mary Ann Billikas

Carola Jeanne Bland

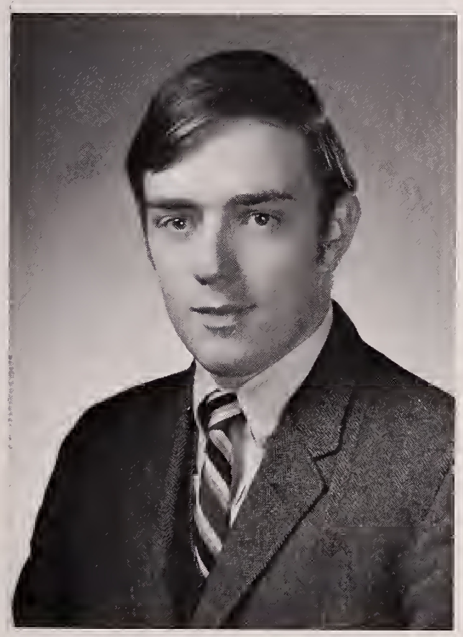
Mark Bruce Blotner

John Charles Bolger



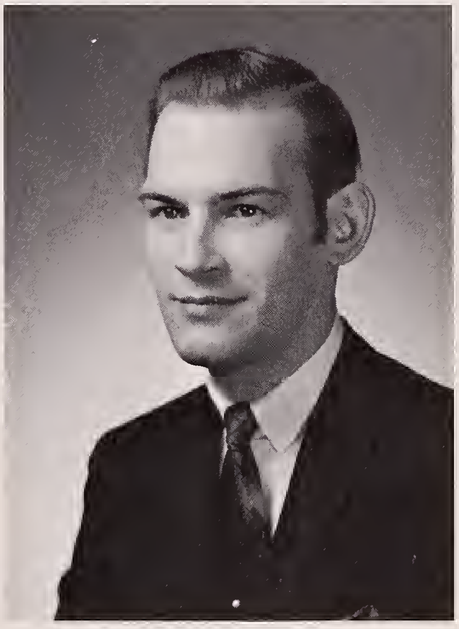
Steven L. Botman

Alan Stanley Bourne



Peter A. Bradley

Pat Brady



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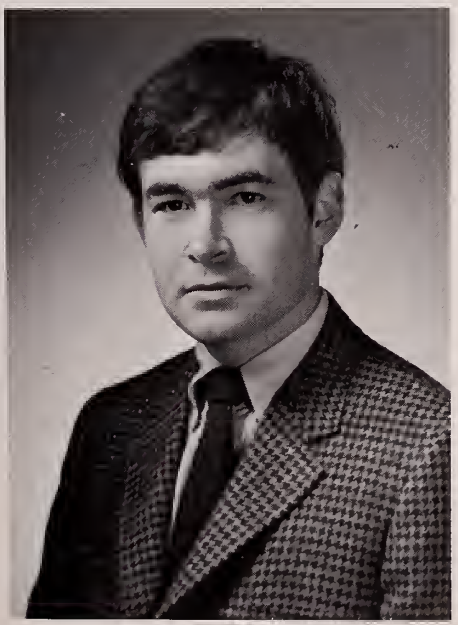
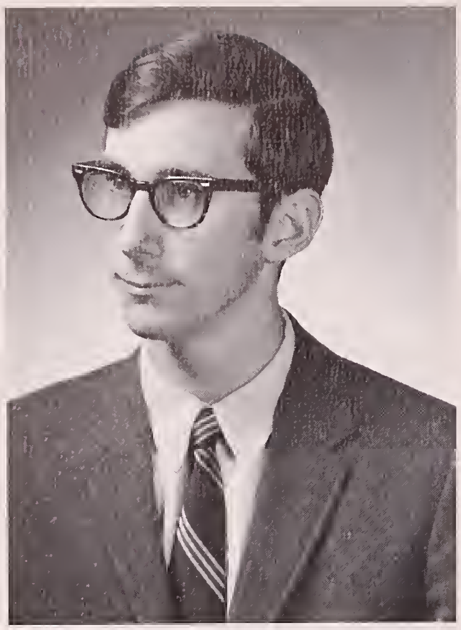


Lawrence Daniel Brennan

Judith Ann Brody

Gail Brown



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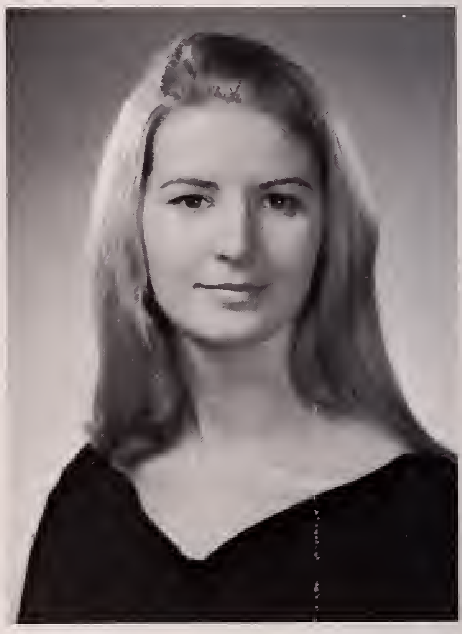
William R. Burk

Harry Sheldon Burke

Dennis Samuel Butler

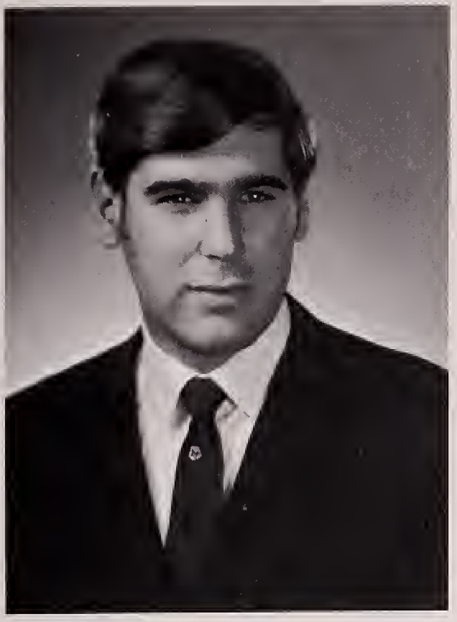


Margaret Thresa Butler

Lawrence Cable

Paul R. Cacchiotti

Janet Mary Cafasso



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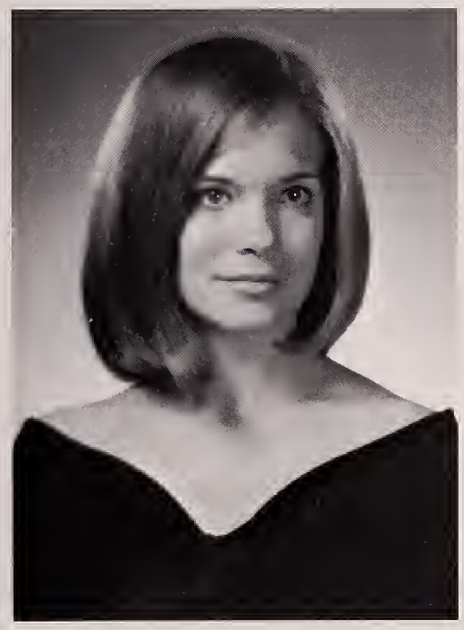

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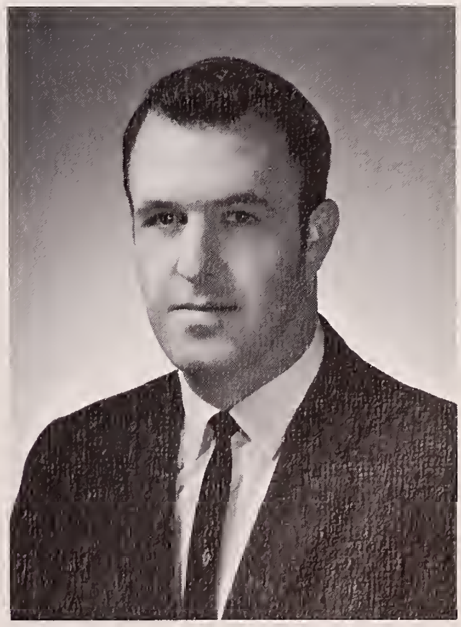
Rosemary Carroll

Marie Ann Cascio

Neil Michael Casey

Roy Edwin Castine



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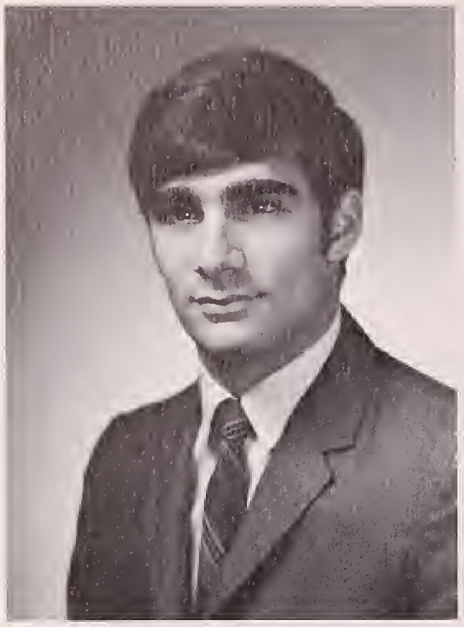

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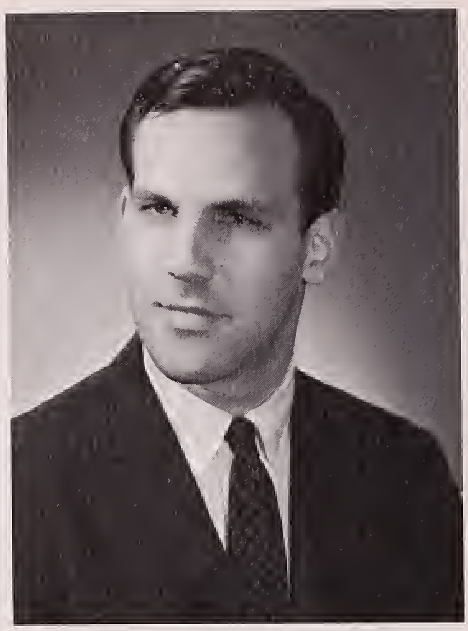
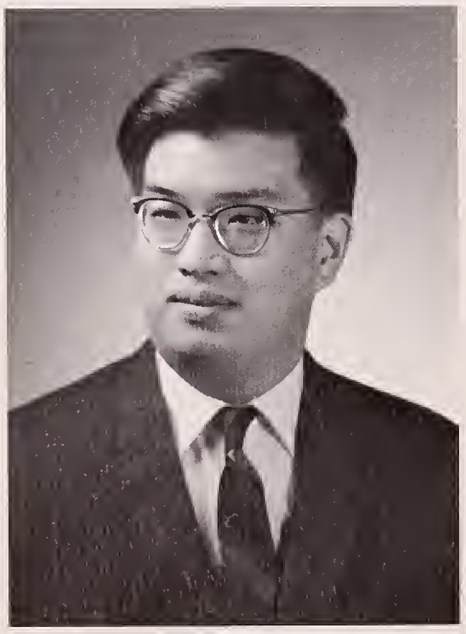


Charles Joseph Chamberlain

Livaughn Chapman

Joanna Child



Joseph Chin

May U. Chin

Phillip Michael Churchill

Alfred Anthony Cicconi

Sylvester E. Clark

Stephen Claymen

Natalie Cleveland

Cynthia Cohen

Donna Lee Cohen

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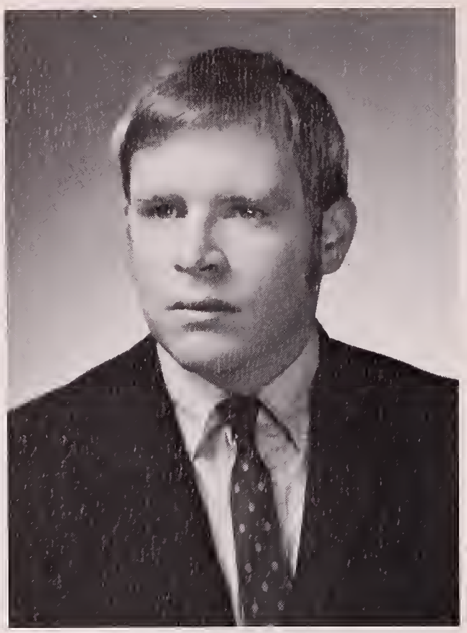
Morris Barry Cohen

Joan Cole

Nancy Louise Cole



John Joseph Collins

Pauline Joan Colton

Jill J. Conley

Margery M. Connearney

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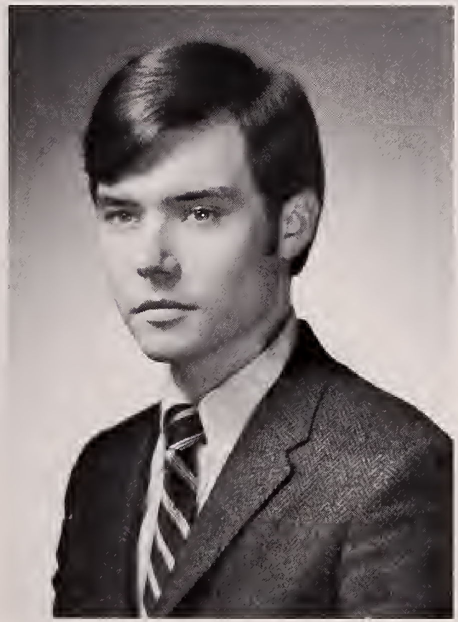
Gayle Paula Costas

Janet Angela Covino

Arnaldo Reis Da Cruz

Berkeley Wendell Cue Jr.



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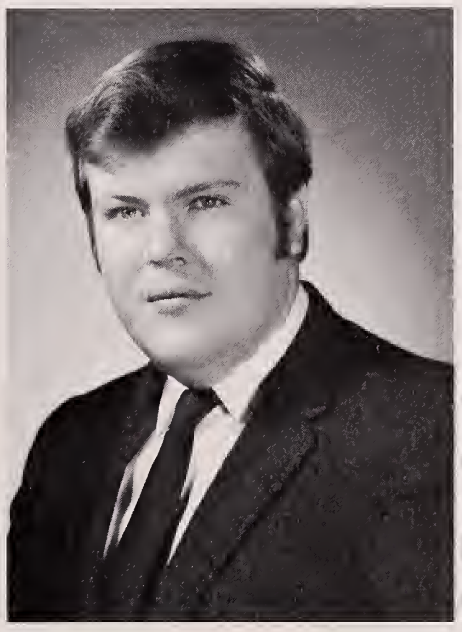

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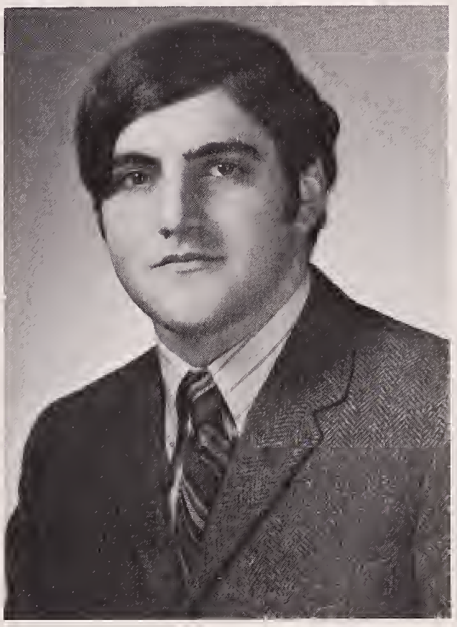

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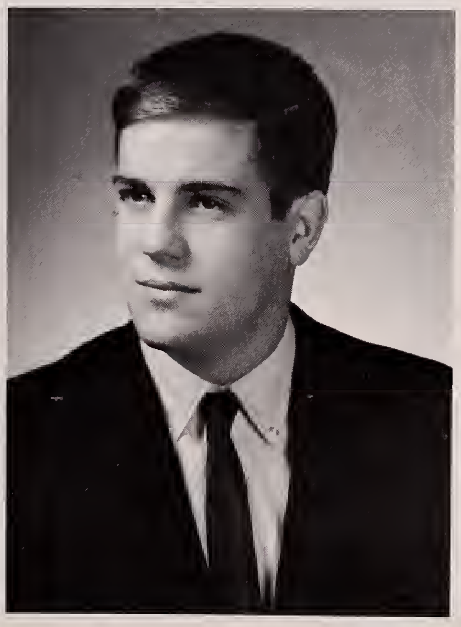
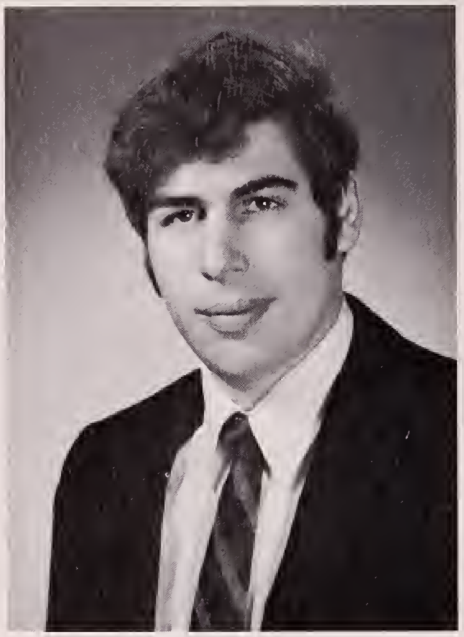


Steven Robert Darling

Cheryl Alyson Davidian

Susan A. Davis

Virginia Elaine Davis



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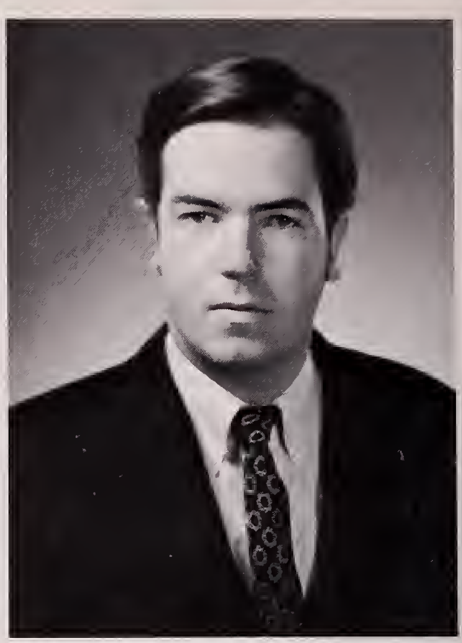

George Edward Delaney, J

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Stephen Edward Depari

Paul Emile Deschenes

Beverly Ann DeWitt

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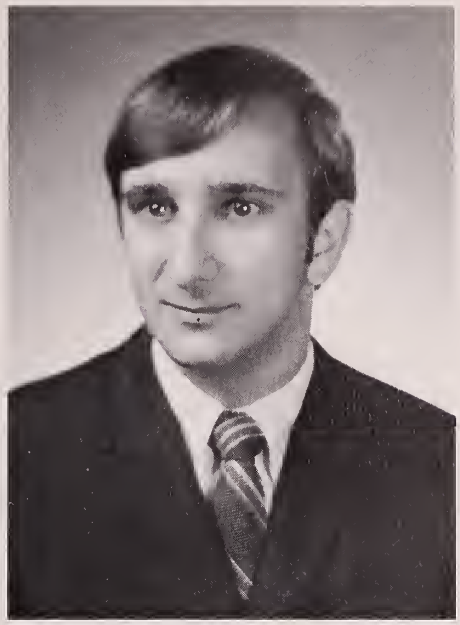
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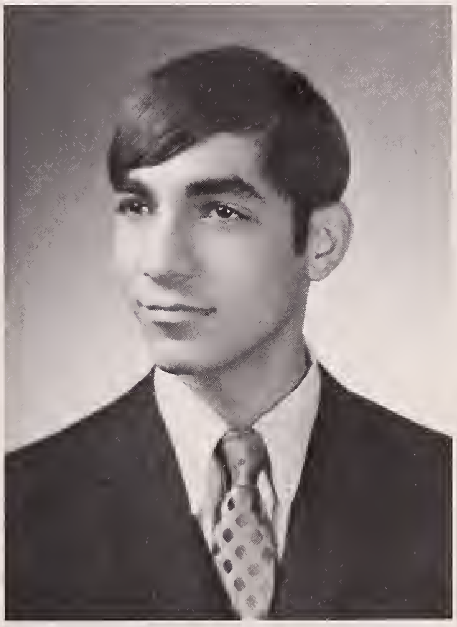
Pricilla Vecchione Diluzio

Paul Francis DiMattia

Robert DiMattia


Ralph John DiNapoli

Joanne Marie DiPaolo

Carol Virginia DiPietro

Patricia Frances Dodd

Walter Edmund Dolan

Roberta Ann Donnelly

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Beverly Grace Drinkwater

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Christopher Earle England

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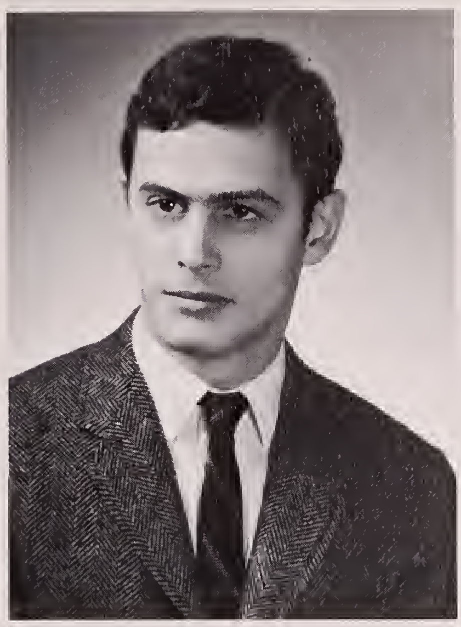

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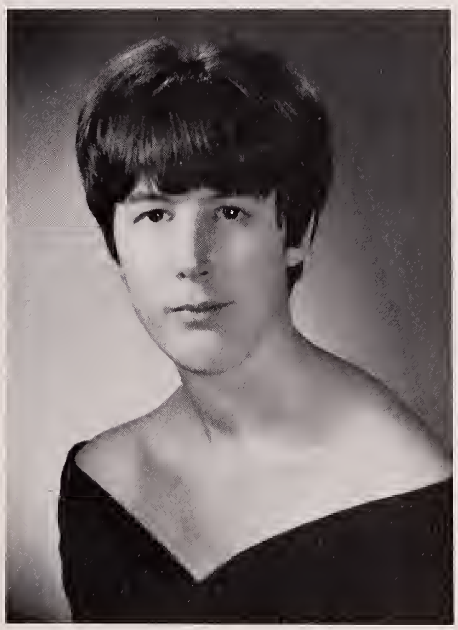


Carol Estes

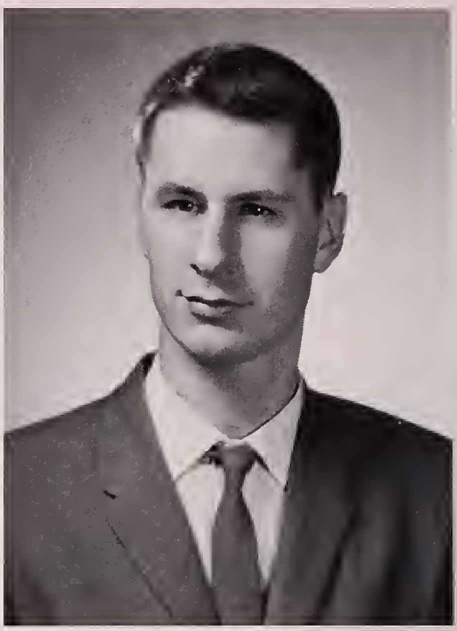
Barbara Louise Everbeck

Anne Farley

Richard Ross Feinberg

Jean Felekos

STANHOPE BINDERY



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Carol Florence Filosi

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Gail Ellen Freedman

Howard Arne Fromkin

Richard M. Frostig

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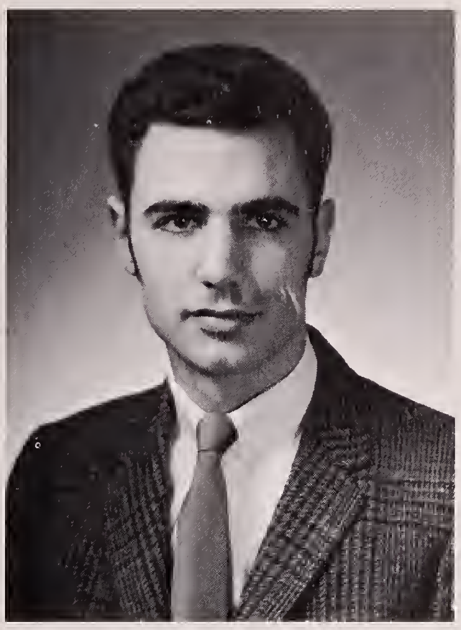

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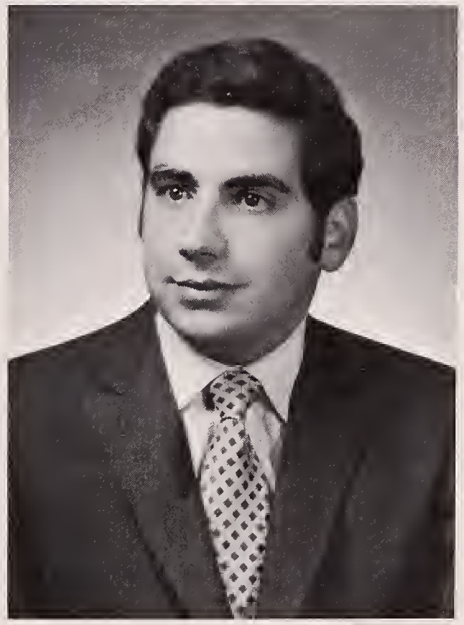

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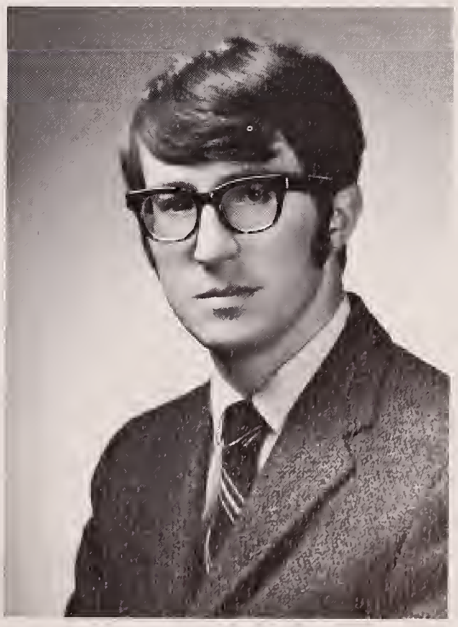
Peter M. Gately

William Gavin



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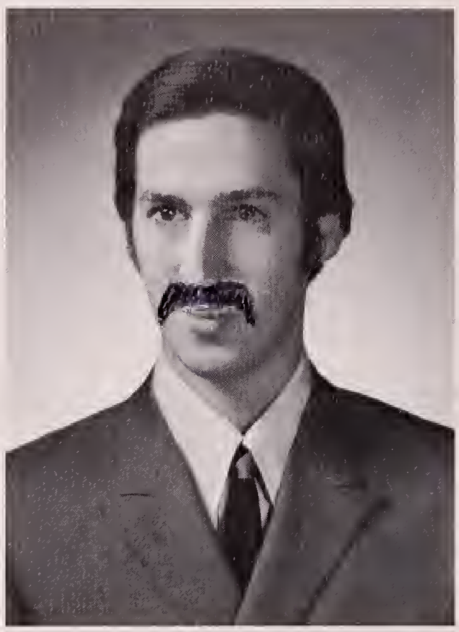

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Dana Michael Goldman

Thomas Howard Goodwin

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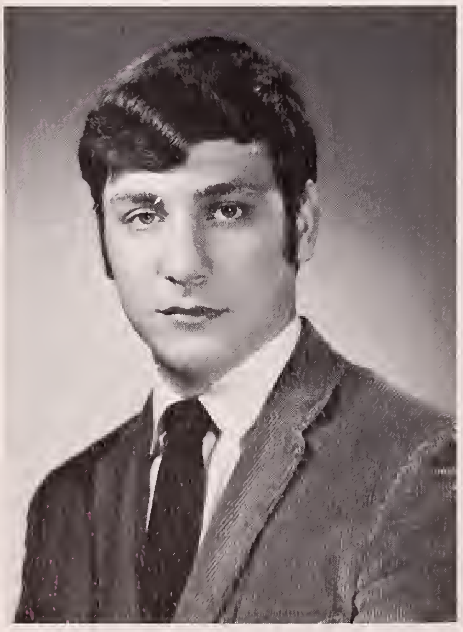

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Thomas Green

Richard Greene

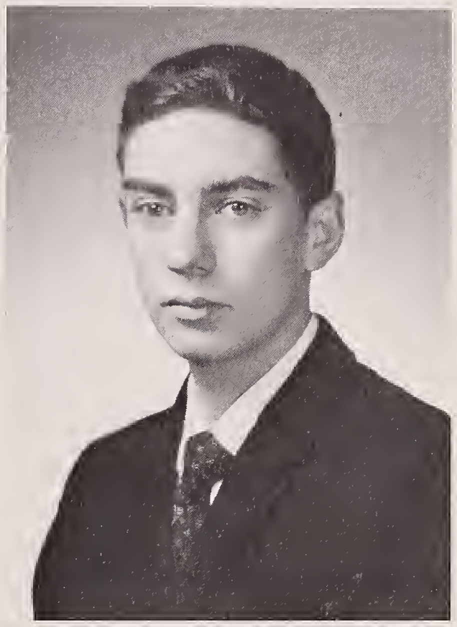
Donald Howard Greenwood

Robert Griffin

John Peter Grossman

Anda Gruntmanis

Lorraine Henri Hahn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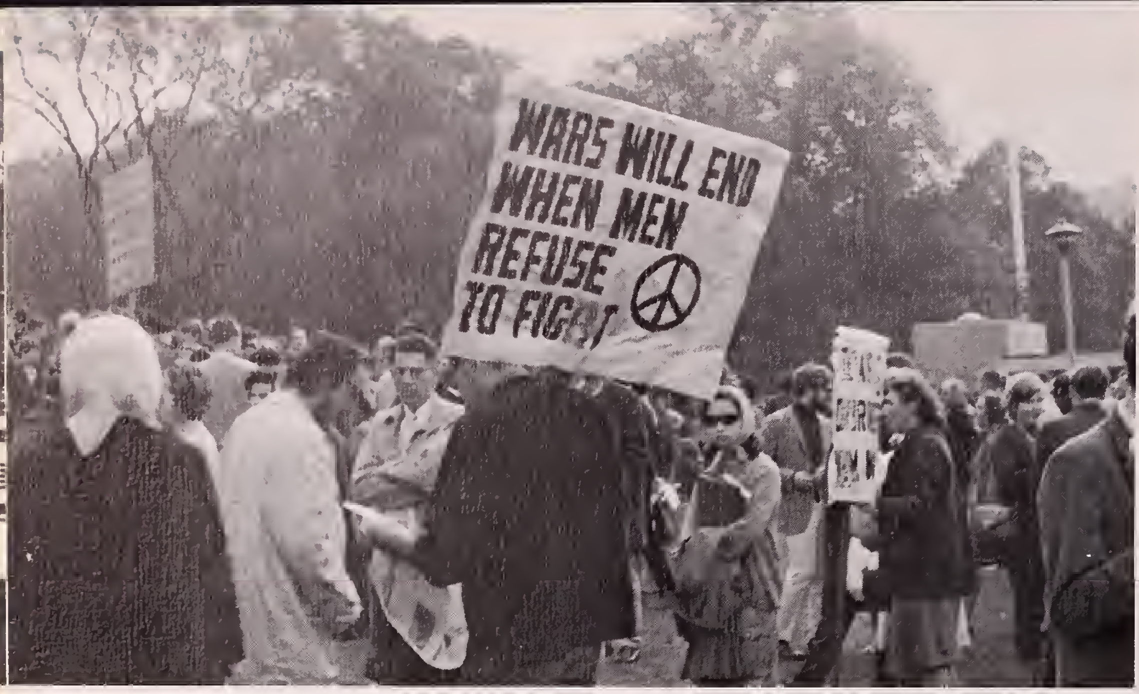
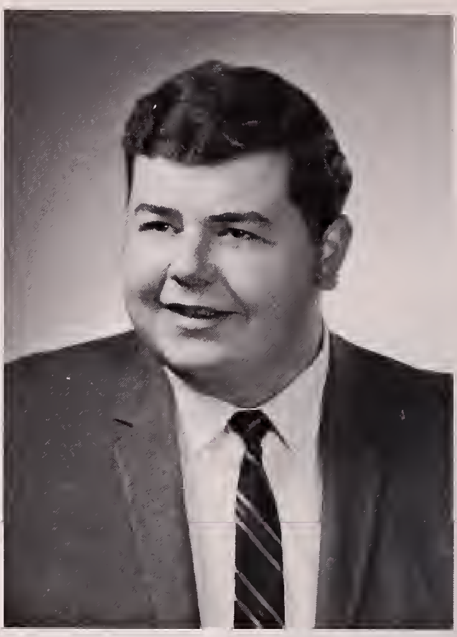

WARS WILL END
WHEN MEN
REFUSE
TO FIGHT



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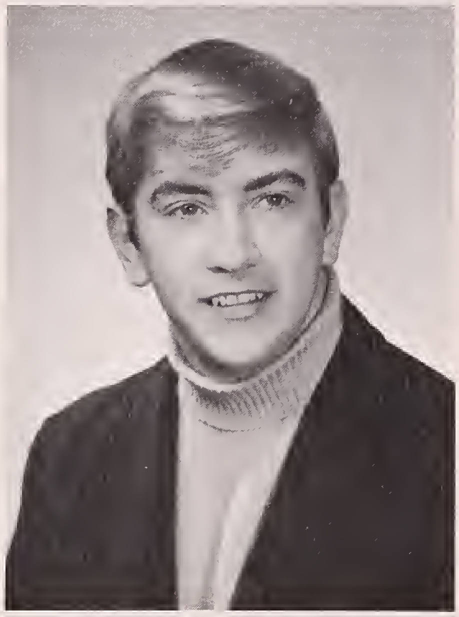

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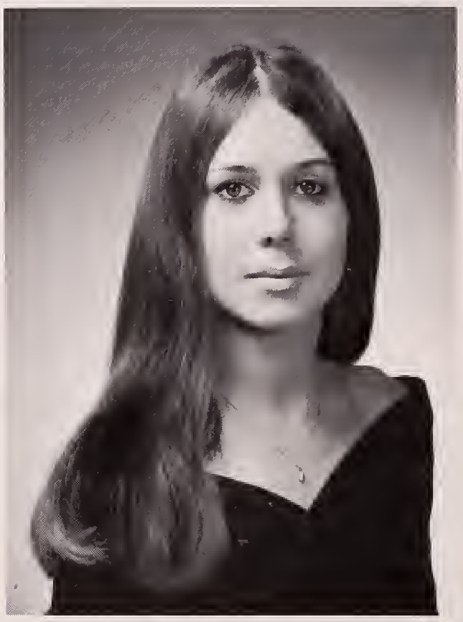

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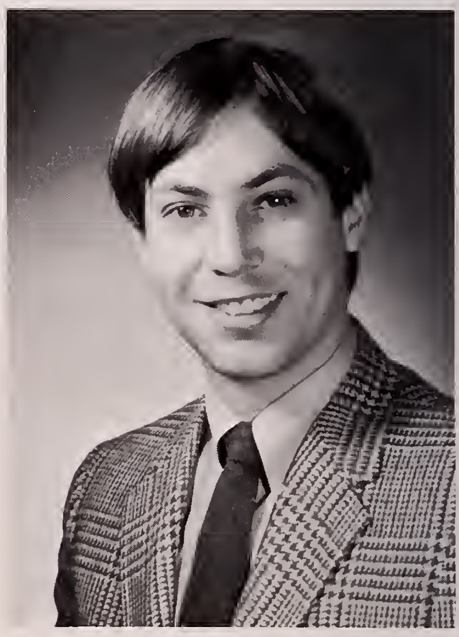

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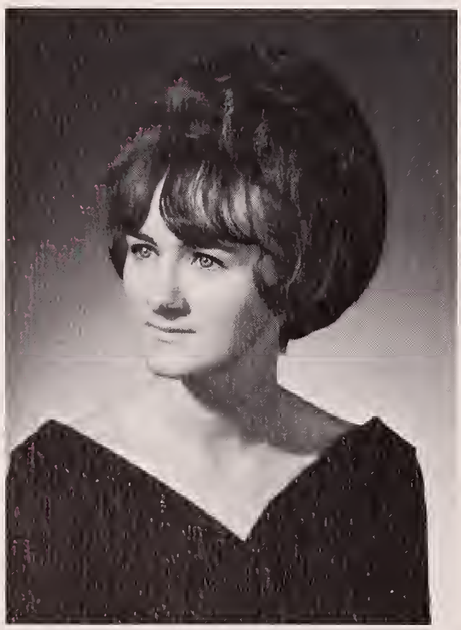

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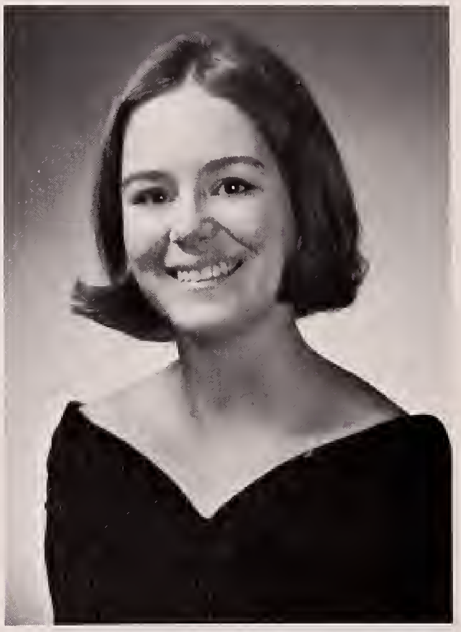

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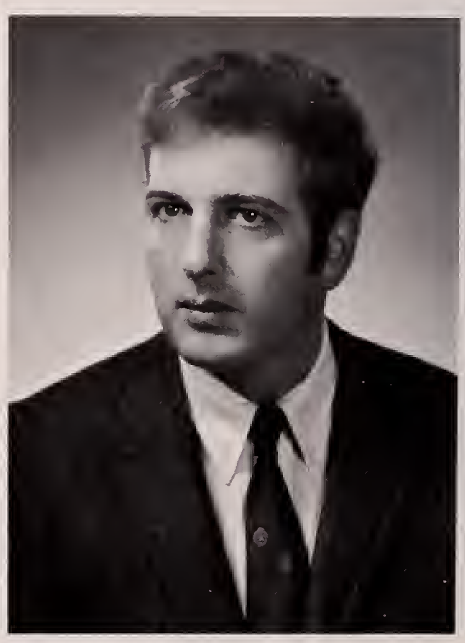

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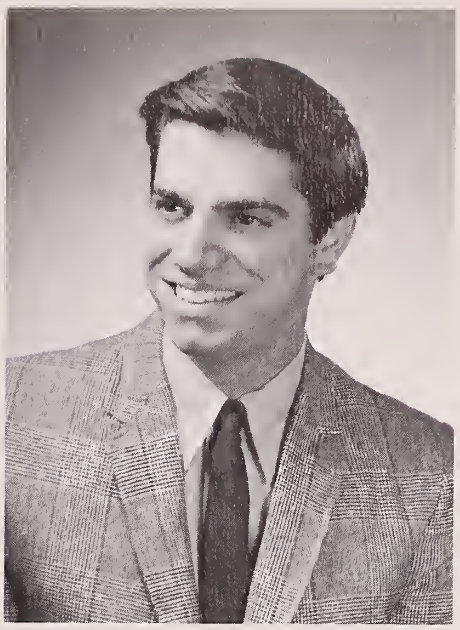
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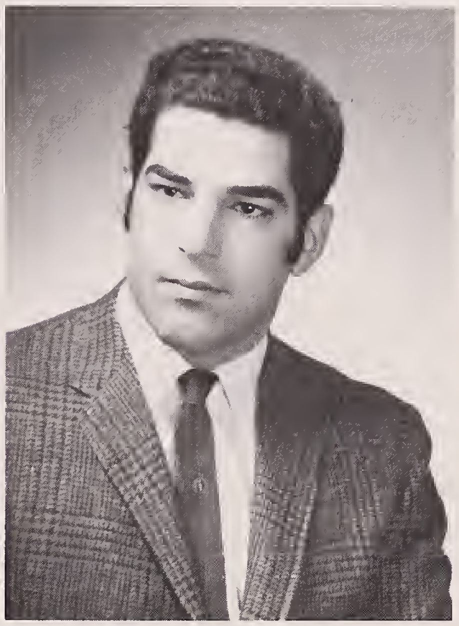
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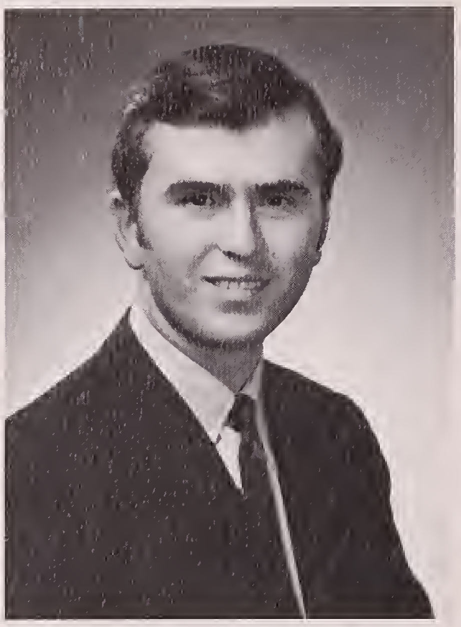
Judith Anne Johnson

Joan Marie Kalayan

Arthur Kallikatsos



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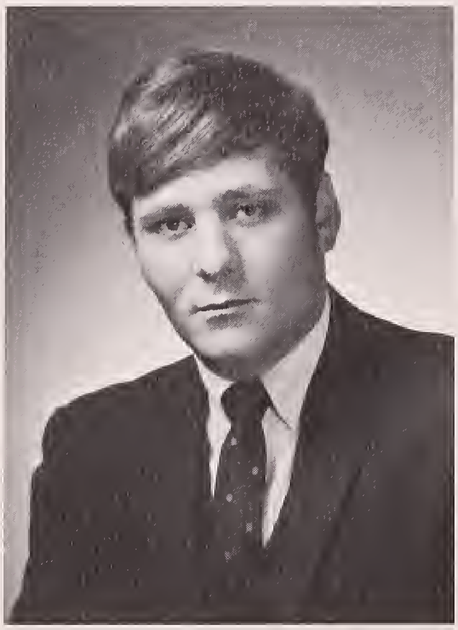

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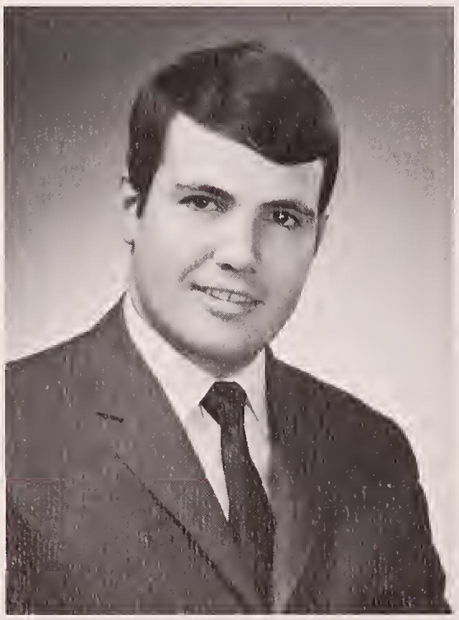

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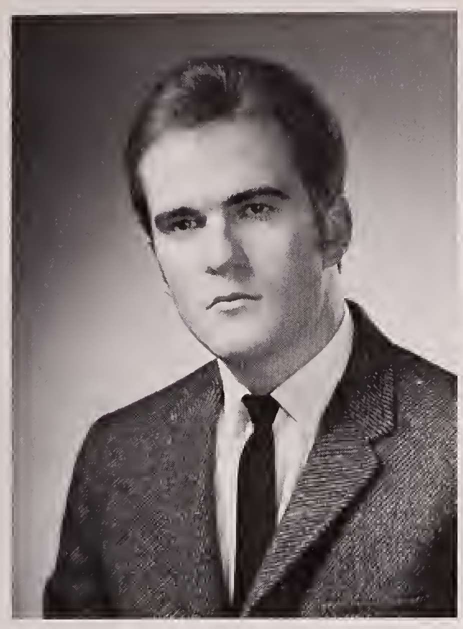
Madeline Marie Kelly

Elinor Kerr



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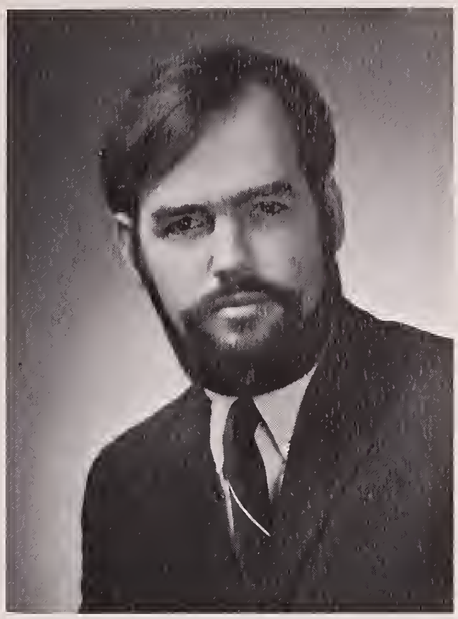

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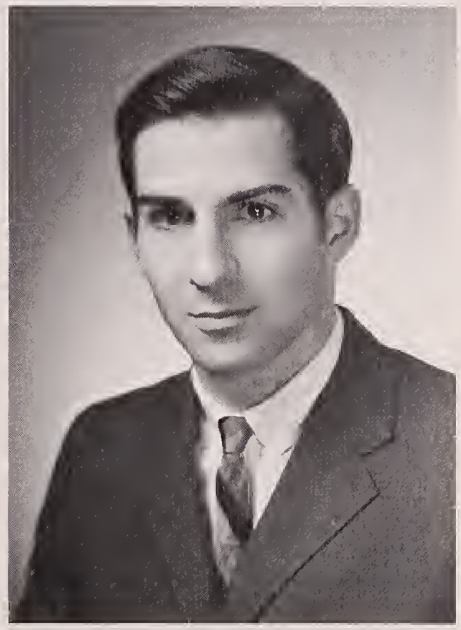
Barbara Ann King

William B. Kirby



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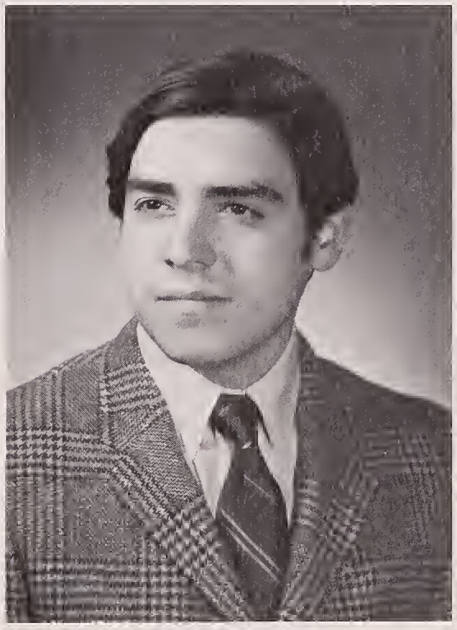
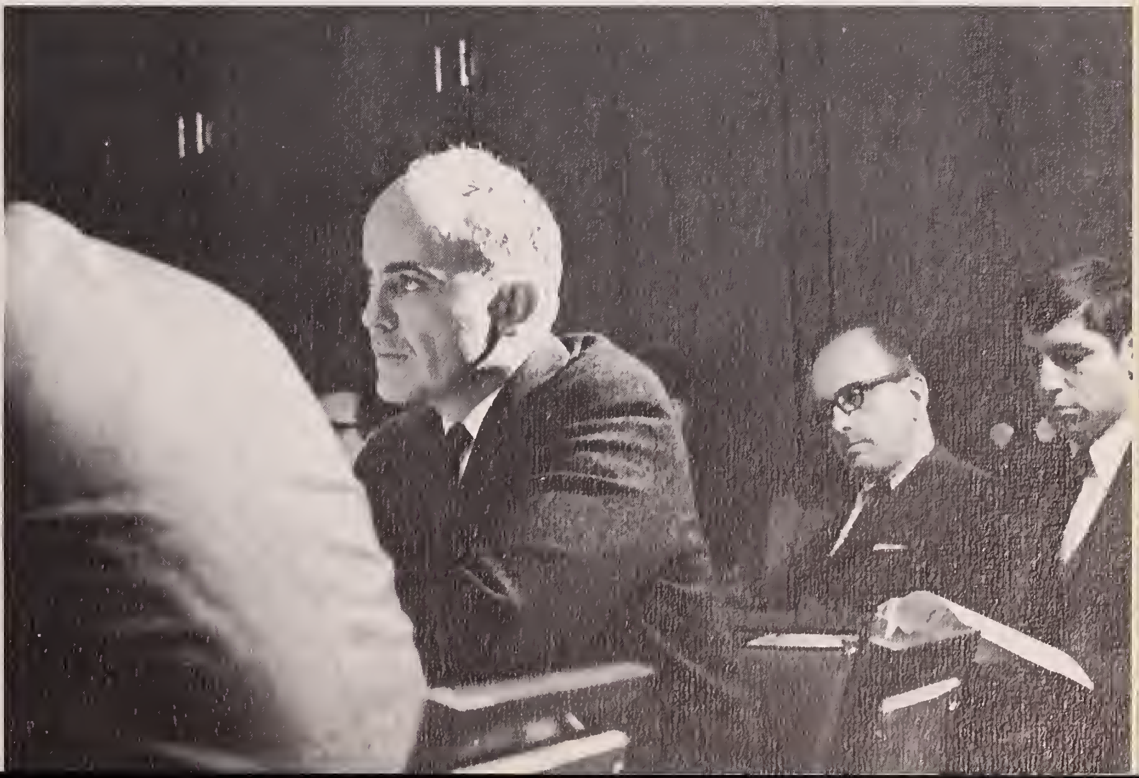


Robert A. Kondel

John Alexander Korbey



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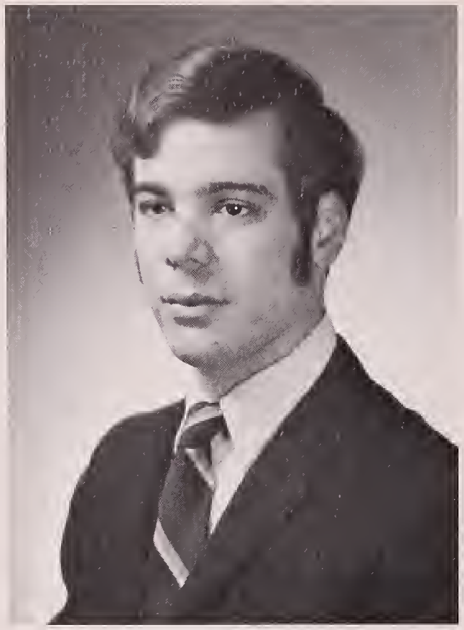
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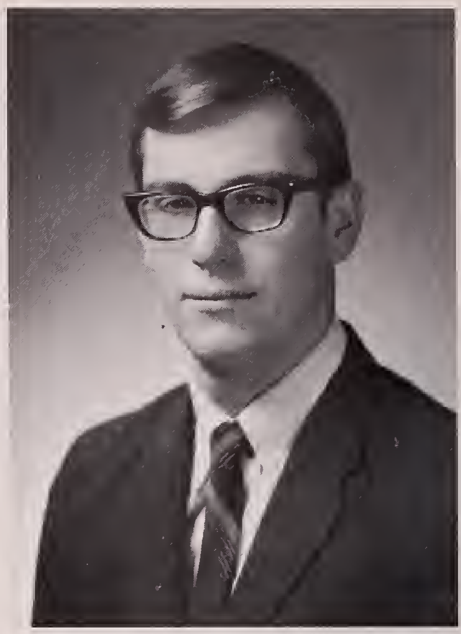
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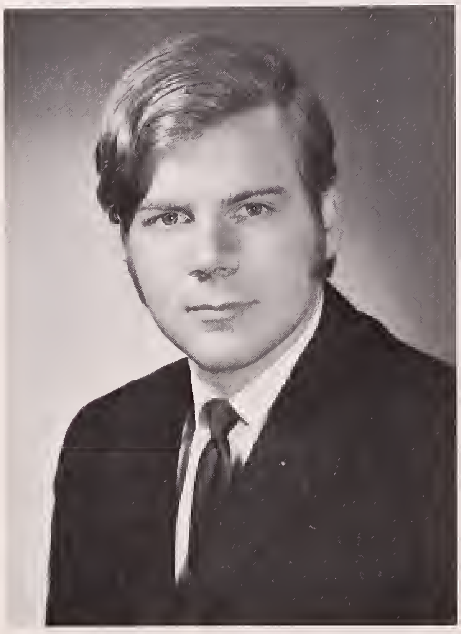
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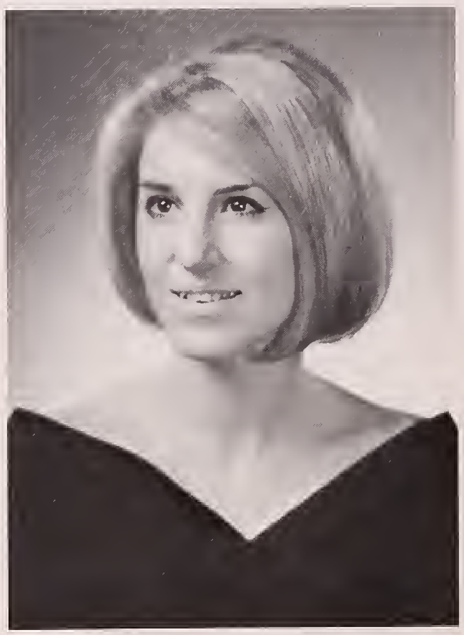
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Marion Anne Lastoff

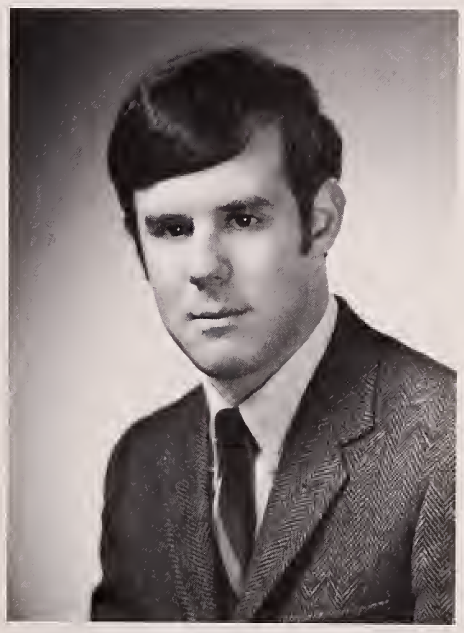
Harriet Hesed Lavine

Jeraldine Patricia Lea

Theresa Marie LeBlanc

Donna Katherine Levey

Carolyn Ann Levi



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Bruce David Levitt

Paul Arthur Lima

Marjorie Anne Lind

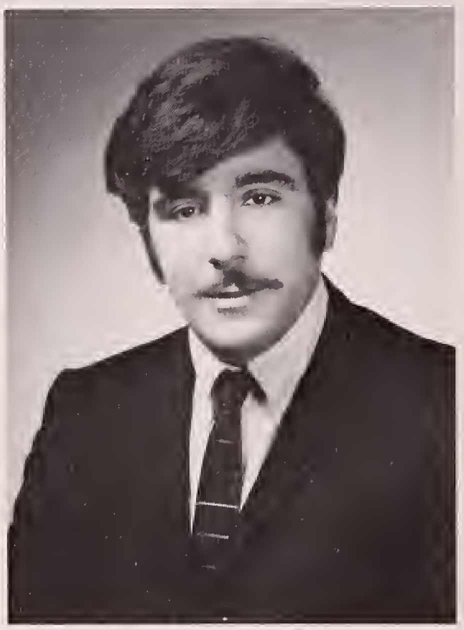
Margareta Lindstrom

Janice Gail Lopez

Ronald Lorio

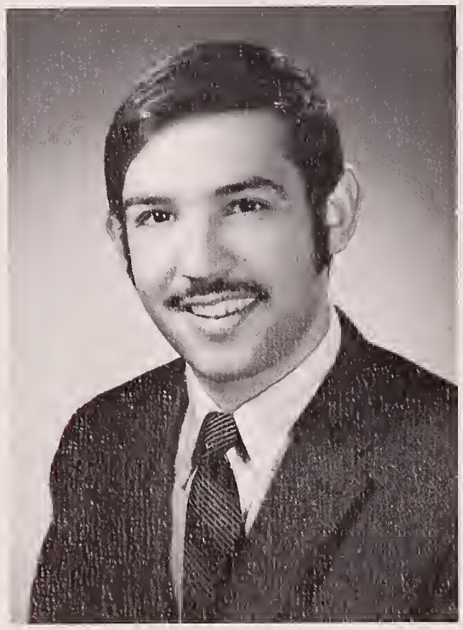
Georgiana Lotfy

Elizabeth Lucca



Michael I. Luster

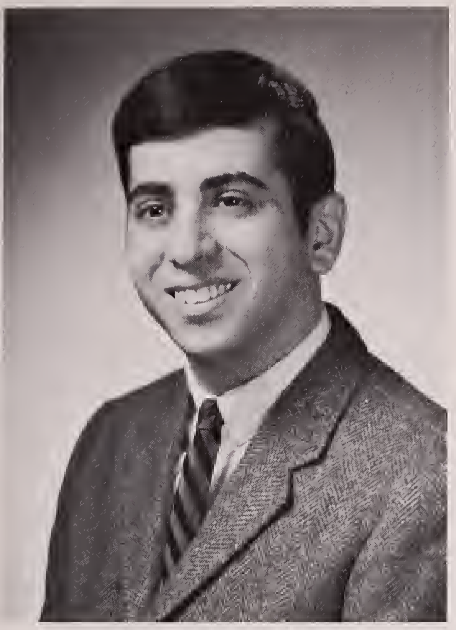
Linda D. MacDonald



Barry Madoff

Dominic Joseph Magnarelli

Michael Maloney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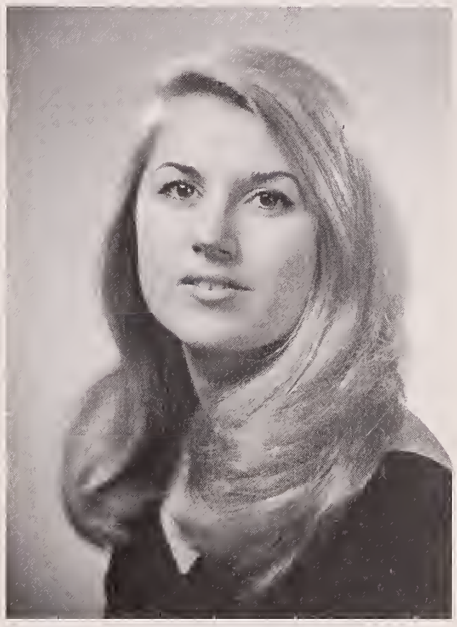
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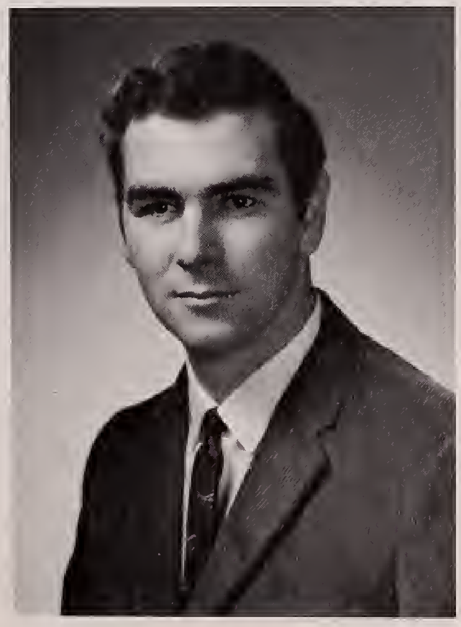
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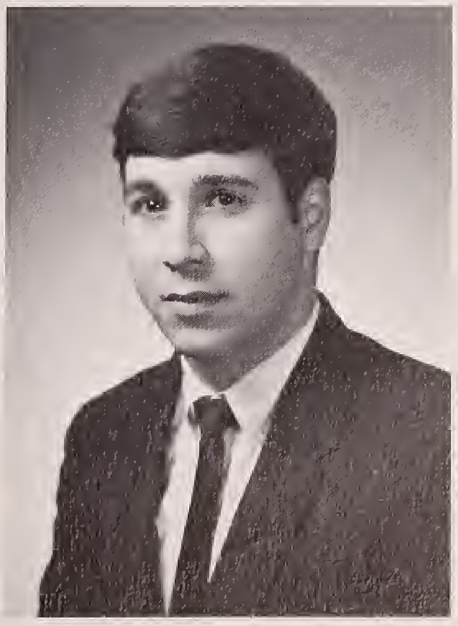
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James H. Masone

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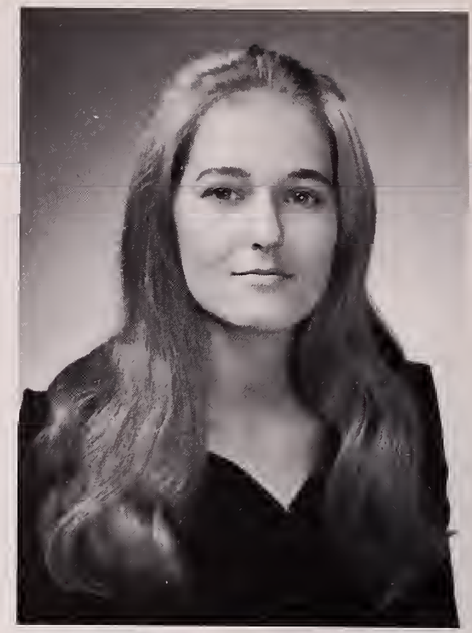
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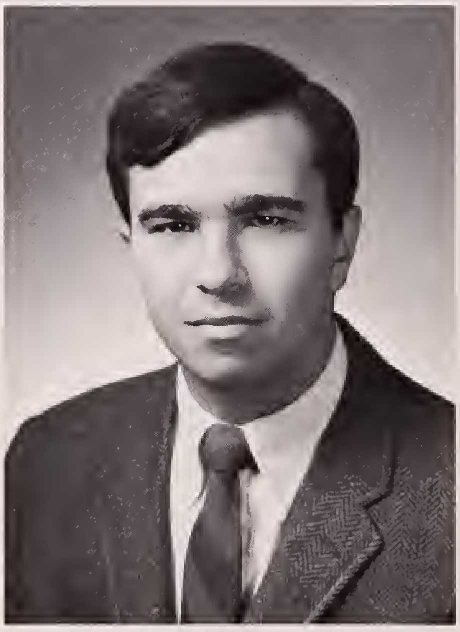
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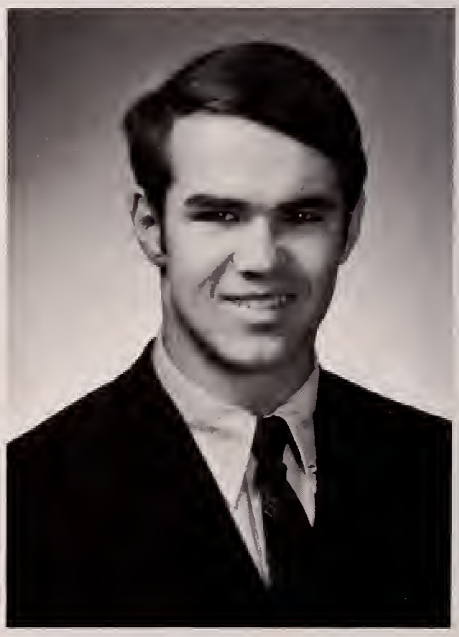

John W. McEachern

Hazel M. McFerson

Jean Ellen McIntyre

Richard McNeil

John J. McNulty

Michael Edward McNulty

Theresa A. Mederos

Sharon E. Meeks

Samuel J. Meister

Irene A. Melamed

Andrea Noreen Michael

Kathleen T. Moloy

Renee M. Montague

Lawrence Frederick Moore, Jr.

Wendy Jane Moore

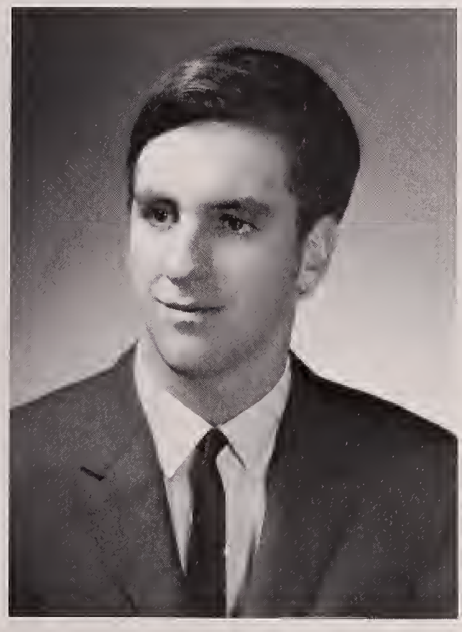
Marie E. Morse

Judith E. Mucci

Jo-Ann Mugnano

Justin Philip Mulvey

Victoria Ann Natalie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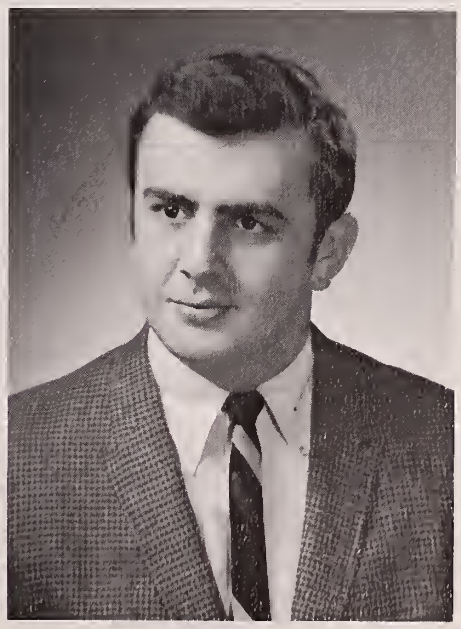
Leo F. Nolan

Jurate Elena Norkunas


Manuel Nunez

Francis J. O'Brien

Margaret Anne O'Conner

Kathryn Elizabeth O'Hearn

Sharon J. O'Loughlin

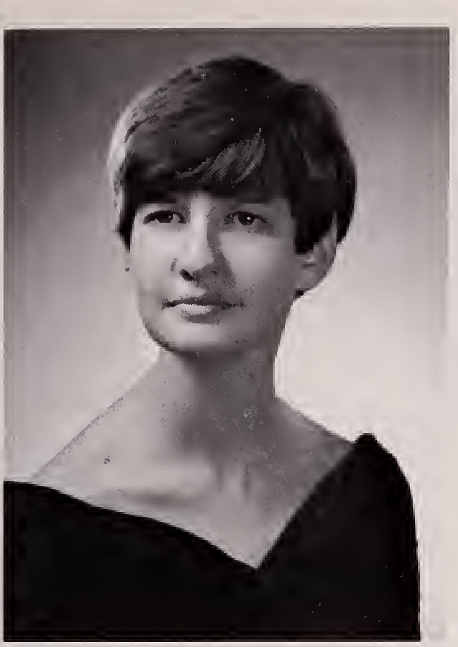
Vincent R. Onorati

Harry G. Ostrov

Teresa Mary Paparo

Anthony Charles Parisi

Ann Marie Pagliaro



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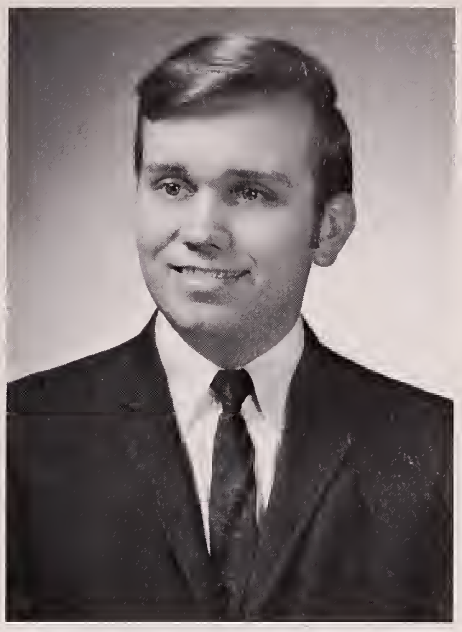

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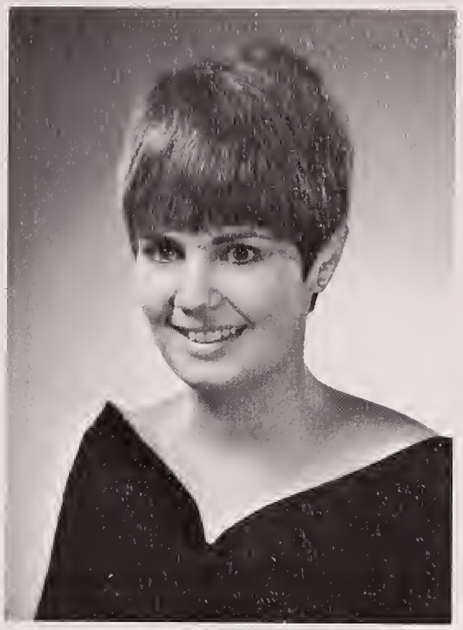
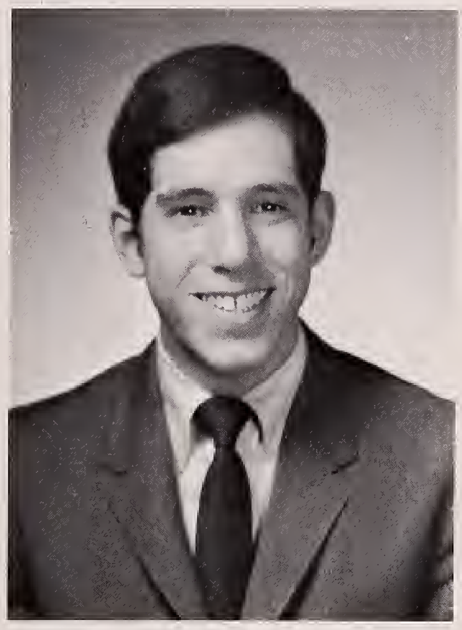


Susan Pearlman



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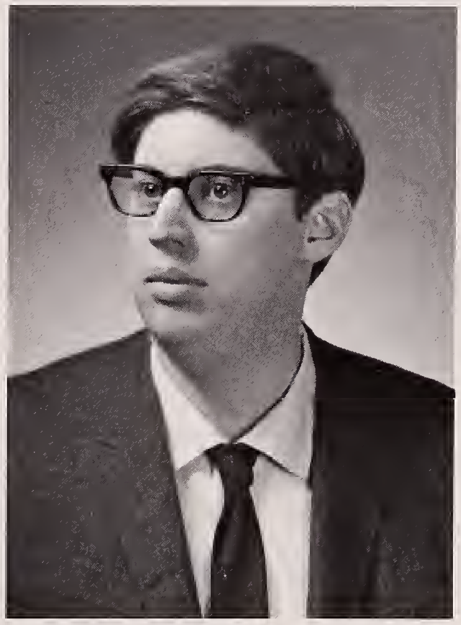

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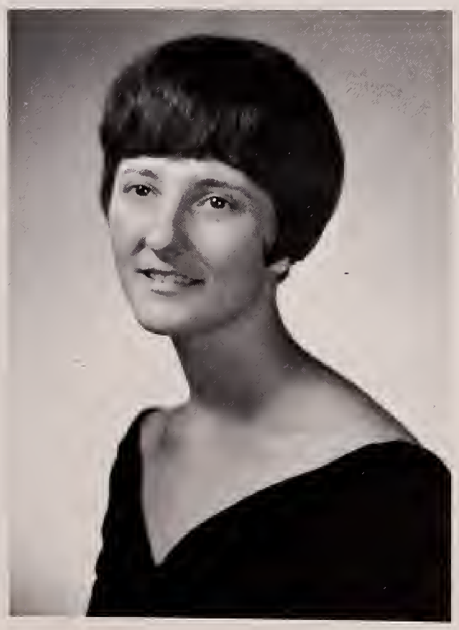

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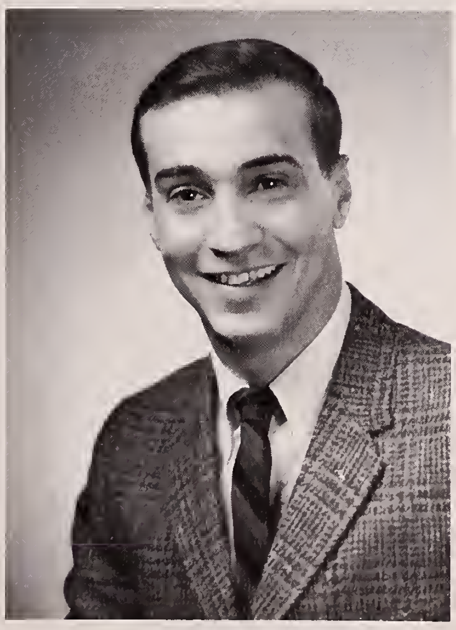
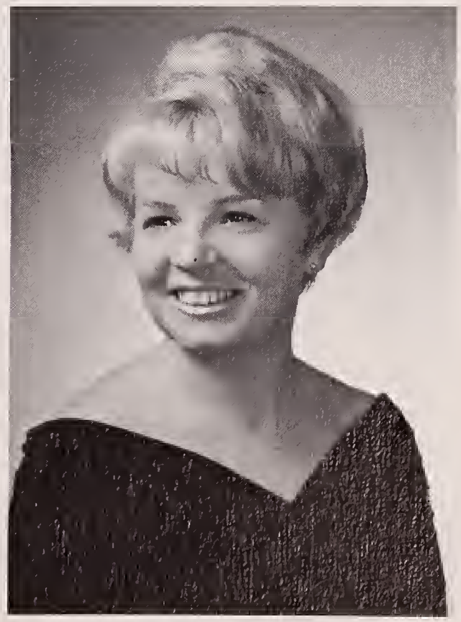


Ildeberto L. M. Pereira



Deborah Anne Perkins

Dianne Christine Peterson

Susan Mary Peterson

Richard C. Phinney

Phillip J. Piscopo

Ellen Marie Plumer

Suzanne Paula Podlesny

Diane Merle Poretsky

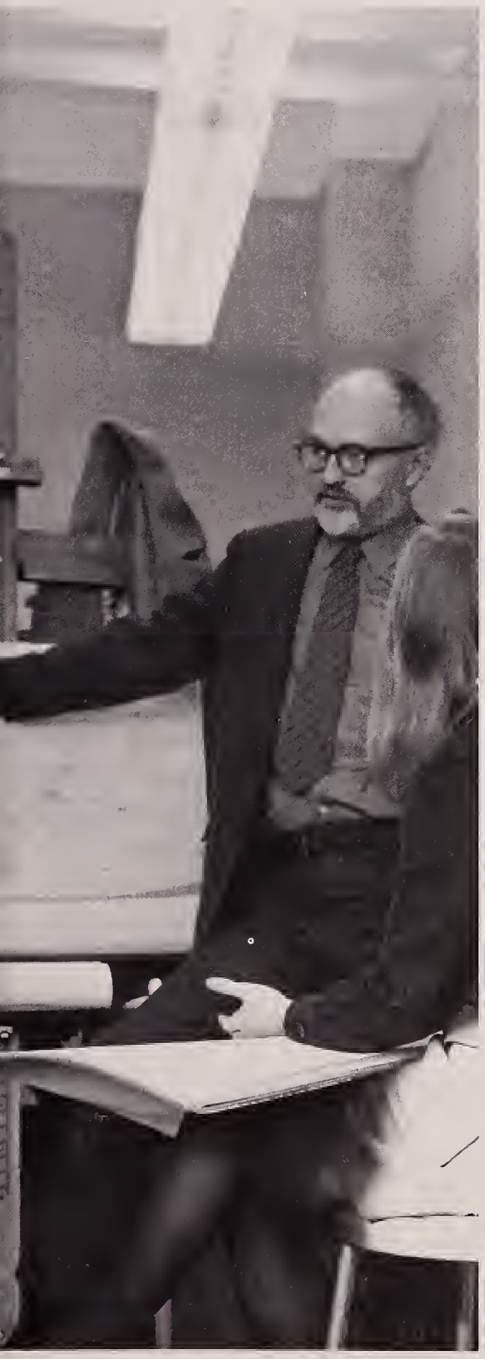
Barry R. Portnoy

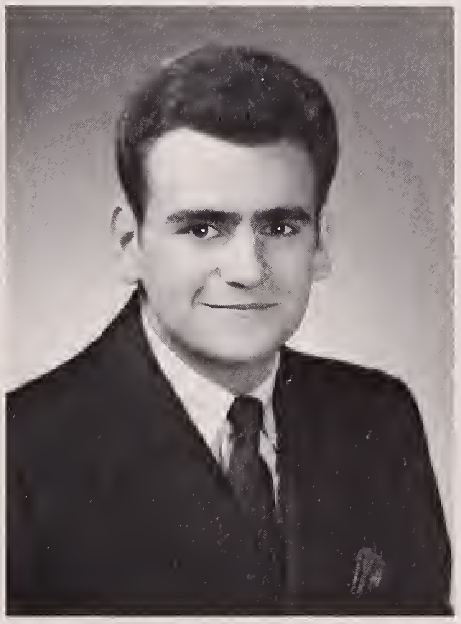
Robert G. Pugliese

Ann Linda Purcell

Alice Patricia Quigley

Neal Alan Raisman





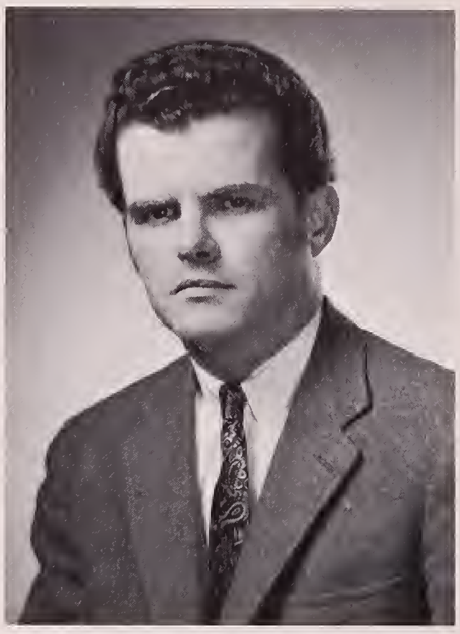
William Newton Rappa, Jr.

Bahram Ravan

Michael Stephen Ray

Barbara Reade

Michael Recchia



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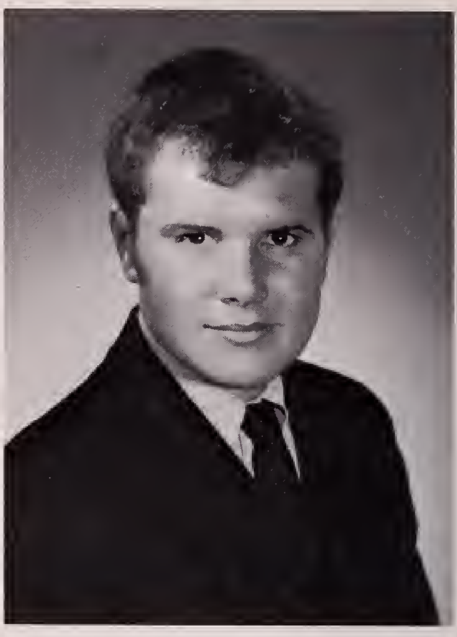

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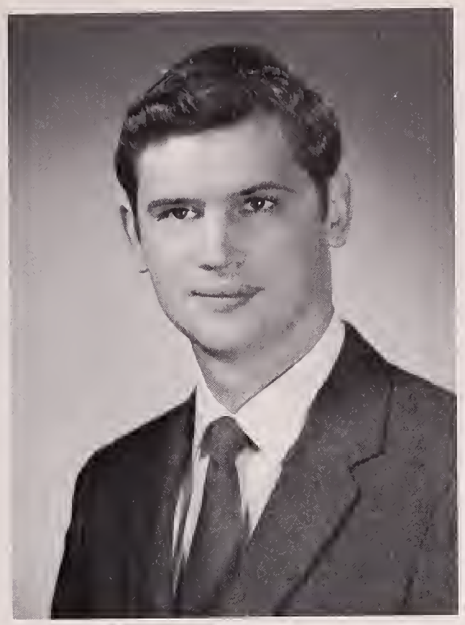
Suzanne J. Revoir

Maureen Michel Rice

Michael G. Riggs

Joyce B. Robinson

Richard T. Rogers



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Joseph P. Rosetti

Marc D. Rotstein

Elia Roumani

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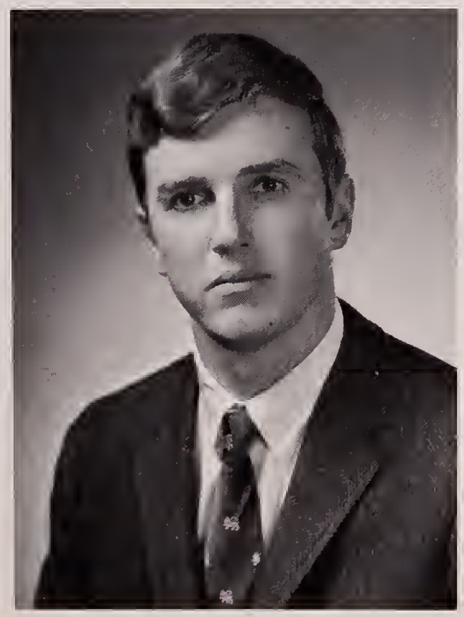
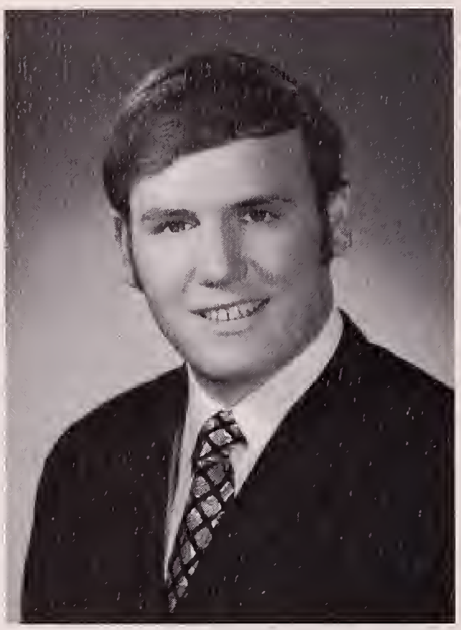


James J. Ryan Jr.

Regina M. Ryan

Christine B. Sabbag

Nancy J. Sadewicz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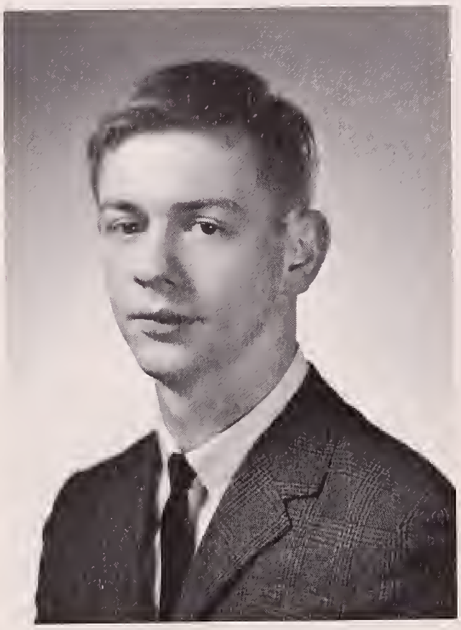
Paul F. Savage

Betty Ann Scheinfeldt

Susan M. Schuft

Jane Ann Schmidlapp

Robert D. Sears

Barlow LaForest Seeley, Jr.

John Thomas Seibert

Mary Constance Semeao

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James Robert Simms

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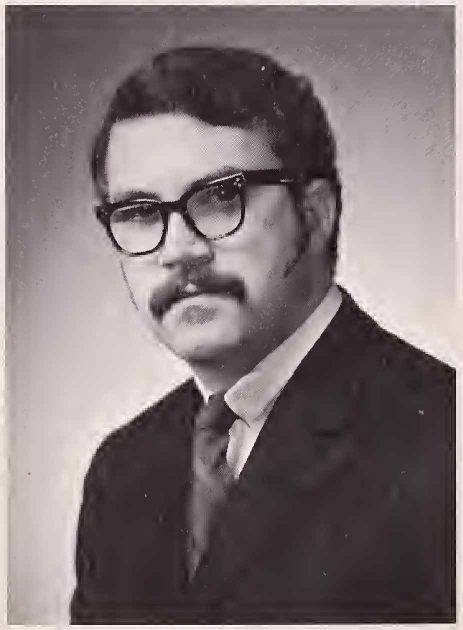

Jeffrey H. Slade

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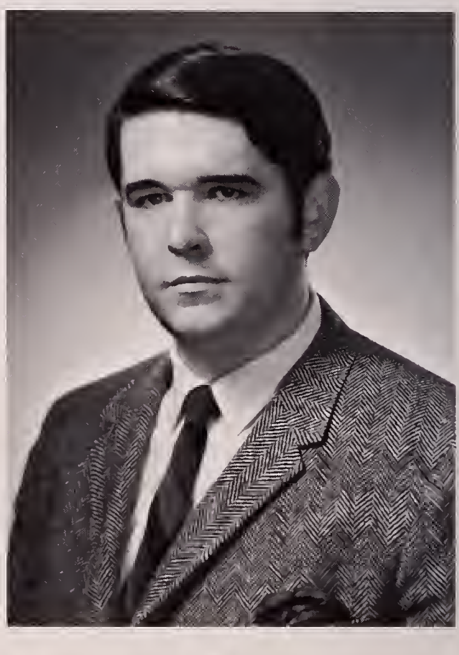

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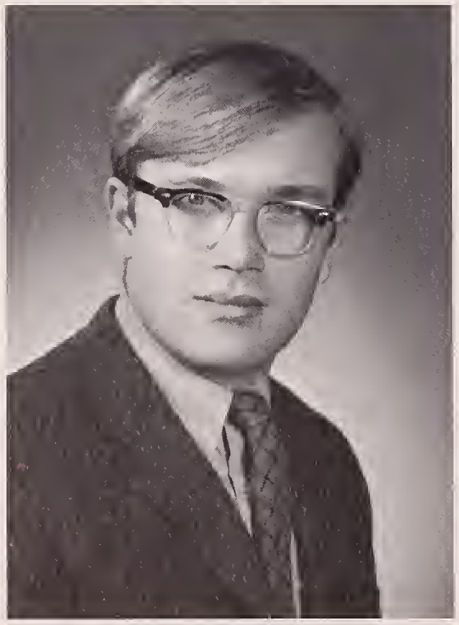
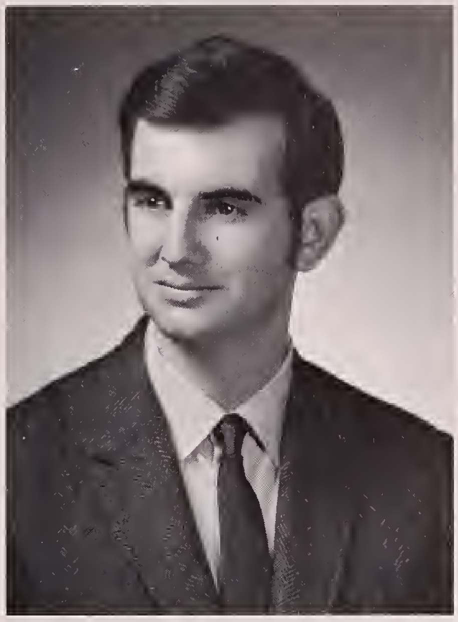


Paul J. Smith

Russell Raymond Smith

Stephanie Smith

Phyllis Snyder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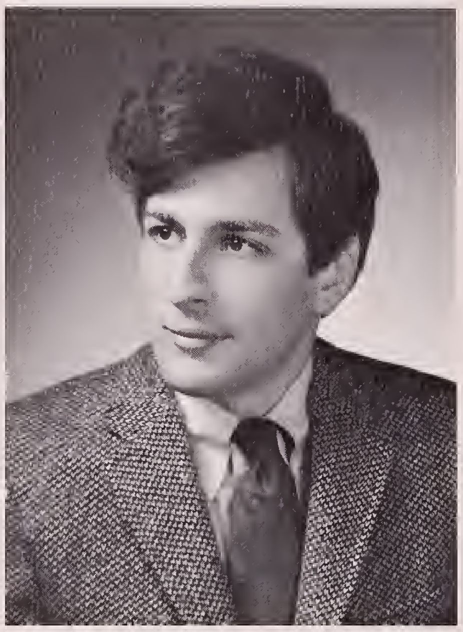
Linda Faith Stepper

Barbara A. Stima

Larry B. Strauss

Robert Taylor Strong

Alan Edward Strong



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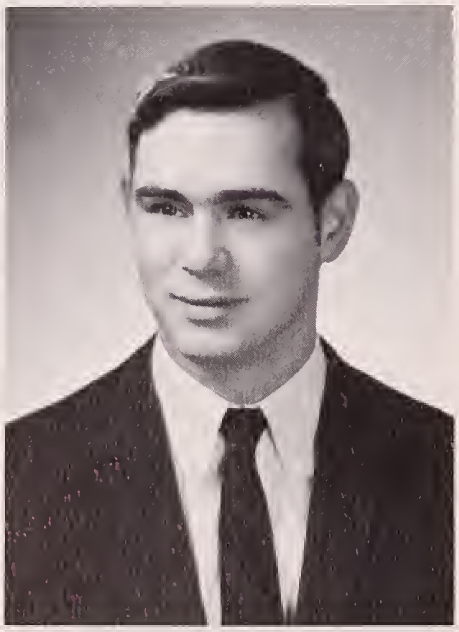
Harold J. Sullivan

Janet Sumer

Donna Lee Sundell



Albert J. Sweeney

Gerald Swerling

Walter A. Takesian

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Karen Shackford Tedeman

Robert Lewis Teel, Jr

Paul W. Theroux

Cheryl S. Thomas

Michaela Tobin

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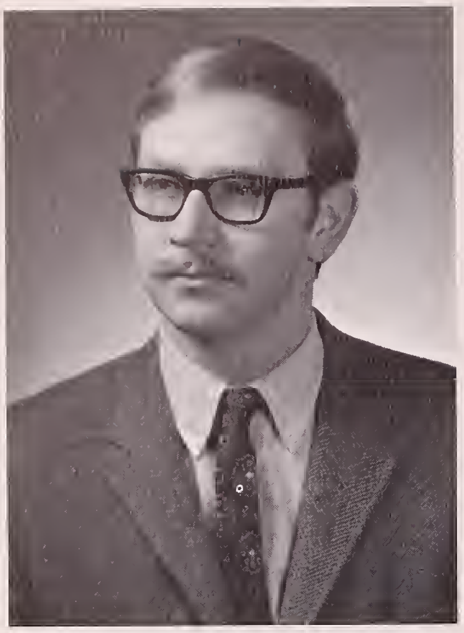

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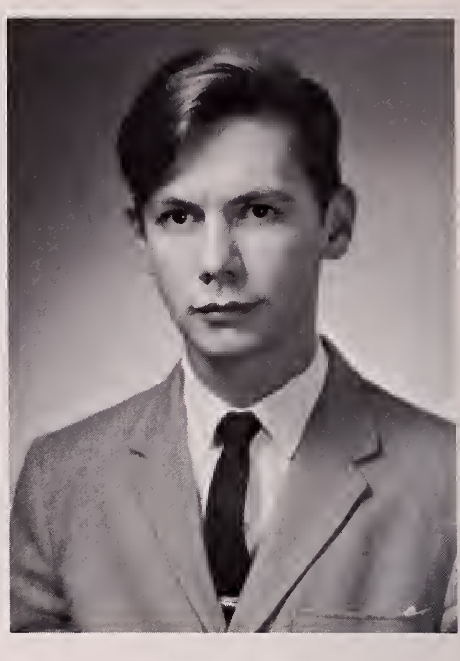

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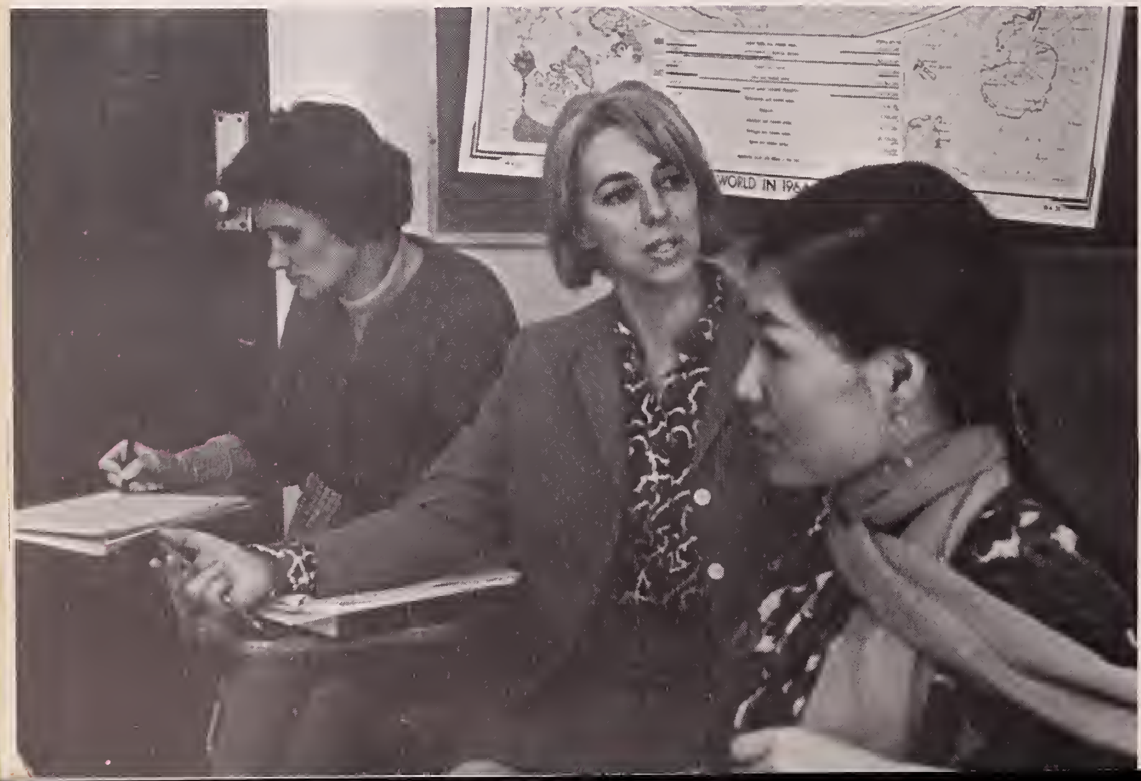


Susan Ann Waldman

Lana M. Webb

Lorna D. Webb

Elaine Welch

Gregory S. Weston

Michael John Whall

Walter Whalen

Frank H. Wians, Jr.

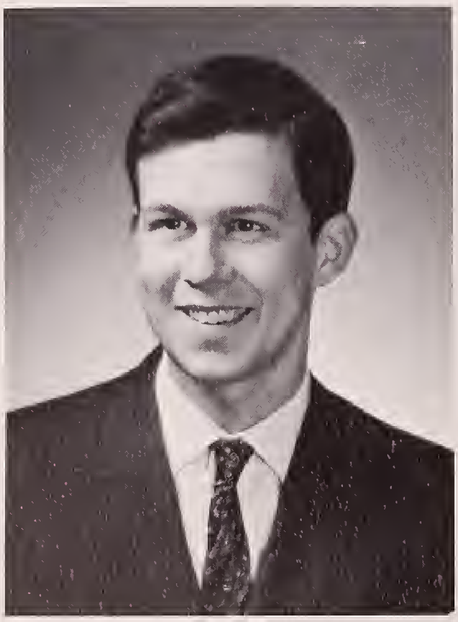
Nancy Butler Wilson

Paula C. Wilson

Susan J. Wingert

Neal M. Wolf

Sandra J. Wolf



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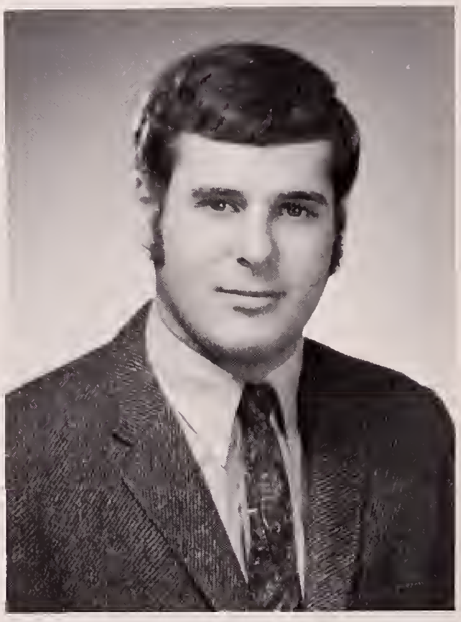
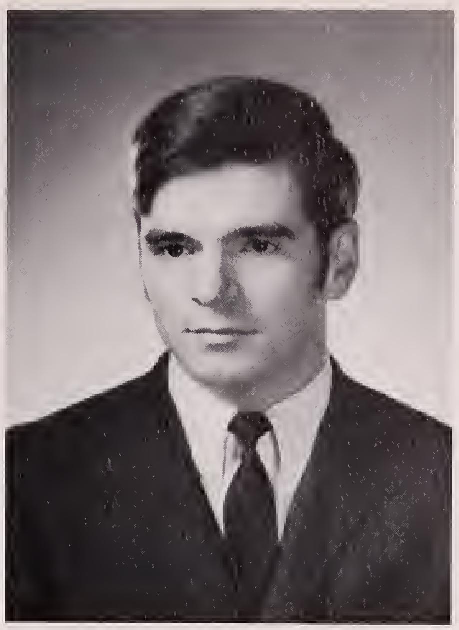


Philip Robert Zabarsky

Robert J. Zaya

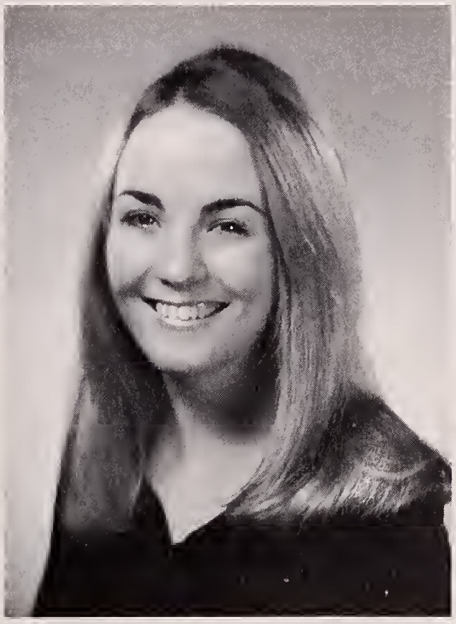
Margery K. Anzalone



John Beldekas

Marc Bladd

Lalia Brown



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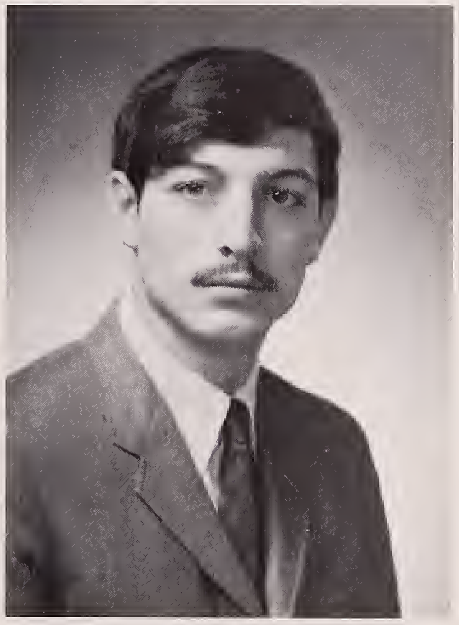
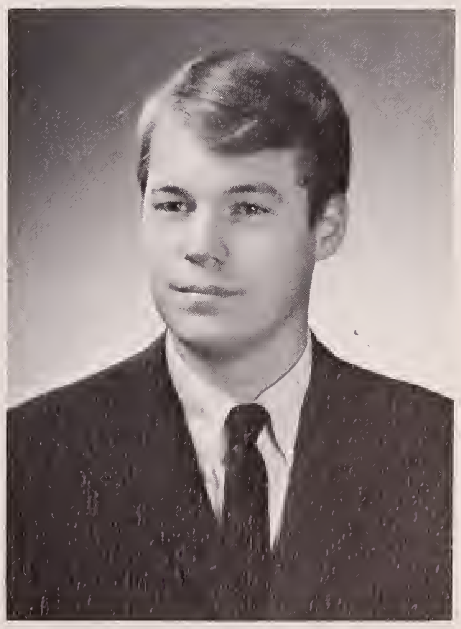


Paul Cedrone

Virginia R. Comeau

Ronald Eydenberg



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Patte T. Ferrari

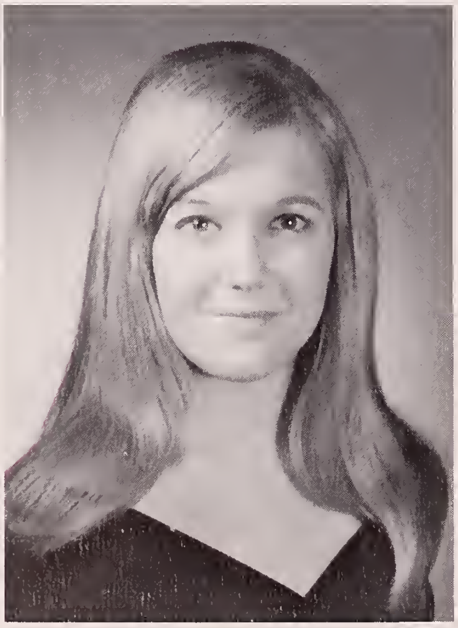
Steven Gondelman

Linda Glover

Richard Guerenie

Rita Honan

William Hourihan



Diane Johnson

Arthur Mabbet

Carole B. Mikelson

James P. Marino

Judith Patterson

Neil Raisman

Frank J. Seegraber

Jean Seegraber

William C. Sliney

Karyn A. Storti

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East Boston, Mass.

Margery Anzalone
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Pamela Bassil
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Brookline

Carola Bland
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Watertown

Robert Bloomberg
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Mattapan

Mark Blotner
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6 Laurel St.
Chelsea

John C. Bolger
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76 Lincoln St.
Melrose

Steven Botman
Math
136 Eastbourne Rd.
Newton

Alan Bourne
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Canton

Mel Bowser
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133 Utica St.
Quincy

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Peter Bradley
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East Walpole

David Brady
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60 Park Avenue
Needham Hghts.

Patricia Brady
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Judith Brody
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Newton Cntr.

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Framingham

Gail Brown
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45 Cleveland St.
Arlington

Lalia Brown
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376 Boston Rd
Billerica

Peter Brown
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41 Granite St.
Cambridge

Lornie Bullerwell
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114 Brookline St.
Lynn

William Burk
Physics
366 Ocean Ave
Marblehead

Harry Burke
Economics
35 Hamilton St
Everett

Dennis Butler
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73 Appleton St.
Boston

Margaret Butler
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12 Homer Rd.
Quincy

Lawrence Cable
History
28 Manchester Rd.
Brookline

Paul Cacchiotti
Politics
96 Dexter St
Malden

Janet Cafesso
English
67 Clark St.
Everett

John Callahan
Politics
75 Farrington St.
Quincy

Rease Campbell
Economics
234 School St
Somerville

Donald Cannata
Psychology
12 Buttonwood St.
Dorchester

Constance Caravassos
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9 Myrna Rd.
Framingham

Rosemary Carroll
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41 Cloeman St.
Malden

Stephen Carter
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Waymouth

Thomas Caruso
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Woburn

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Watertown

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Brighton

Charles Chamberlain
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Livaughn Chapman
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Mary Helen Chen
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Joanna Child
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Sudbury

Joseph Chin
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14 Irving Rd.
Natick

May U Chin
Math
190 Washington St.
Brighton

Phillip Churchill
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20 Leeds St.
Stoughton

Donna B. Ciampo
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7 Revere Rd
Woburn

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Holliston

Alfred Cicconi
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Natalie Cleveland
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Canton

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Pembroke

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Melrose

Cynthia Cohen
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Winthrop

Donna Cohen
Sociology
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Brighton

Jane Cohen
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Brookline

Morris Cohen
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Brockton

Joan B. Cole
English
14 Chathan Village
Worcester

Nancy Cole
English
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Wilmington

Mark Colby

John Collins
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Bedford

Pauline Colton
Psychology
87 Lenox St
Quincy

Alice Combes
English
15 Barker Rd.
Pittsfield

Virginia Comeau
Math
71 Orange St.
Chelsea

Margaret Condon
English
17 Sumner Rd.
E. Weymouth

Jill Conley
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Melrose

Margery Connearney
English
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Watertown

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Revere

Nancy Connors
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Roslindale

Gayle Costas
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Lynn

Janet Covino
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9 Sanborn St.
Winchester

Bradford Crowe
Economics

Veronica Doskal Crowley
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Watertown

Arnaldo Reis Da Cruz
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Cambridge

Berkely Cue
Chemistry
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Billerica

Francis Cullen
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Mattapan

Gary Daley
Sociology
41 Pond St
Waltham

Thomas Daly
Psychology
93 Turner St
Brighton

Pasquale Damico
Government
78 Franfort St
Boston

Robert Daniels
Sociology

Steven Darling
Biology
602 Essex St.
Weymouth

Cheryl Davidian
French
50 Fairfield St
Watertown

Susan Davis
English
102 Henry St
Malden

Virginia Davis
French
161 South St.
Jamaica Plain

Edwin Deitch
Biology
220 Westview
Dorchester

George Delaney
English
25 Beechwood Ave
Watertown

Salvatore Dall Cioppa
French
14 Bay State Rd
Cambridge

William Delvecchio
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65 Quincy St.
Medford

Stephen Depari
Economics
25 Southern Ave
Weymouth

Paul Deschenes
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Somerville

Sharon Deyeso
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Medford

Manol Dhimitri
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53 Lincoln St.
Hyde Park

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Quincy

Priscilla Diluzio
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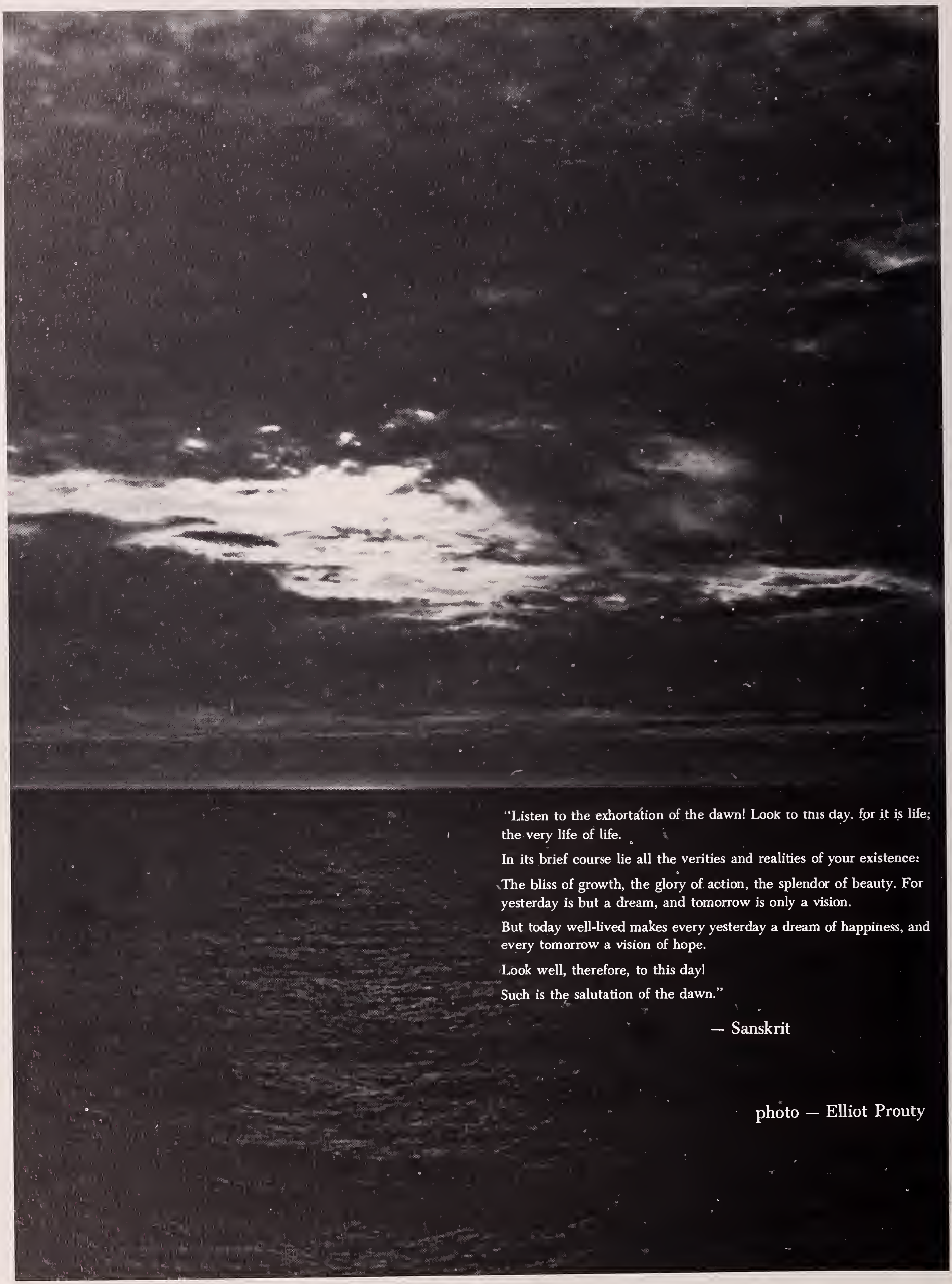
The staff of Montage 1969 would like to express its appreciation for the many efforts made in its behalf.

We would like to convey our special appreciation to our advisor Dr. Roberts, Mrs. Evans, and Mr. Gerald Sullivan, Director of Student Affairs. We hope the graduates of 1969 will forgive us our late delivery in light of the enormous task of not only publishing a yearbook, but also creating a Yearbook Organization.



"Listen to the exhortation of the dawn! Look to this day, for it is life; the very life of life.

In its brief course lie all the verities and realities of your existence:

The bliss of growth, the glory of action, the splendor of beauty. For yesterday is but a dream, and tomorrow is only a vision.

But today well-lived makes every yesterday a dream of happiness, and every tomorrow a vision of hope.

Look well, therefore, to this day!

Such is the salutation of the dawn."

— Sanskrit

photo — Elliot Prouty

Try to realise
it's all within yourself
no-one else can
make you change
And to see you're really
only very small,
and life flows on
within you and without you...

—George Harrison—